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ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA
TRADOC SERVICE SCHOOL REPORTS. "SOFT SKILL AREAS." (U)

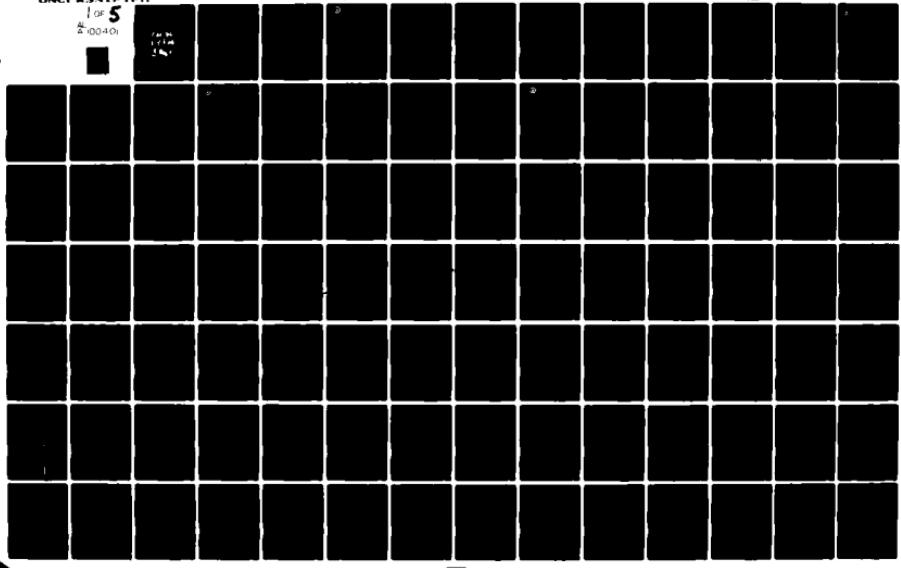
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TRADOC SERVICE SCHOOL REPORTS
"SOFT SKILL AREAS"



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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report contains US Army Service School responses to TRADOC's initiative to establish a common understanding of what the Army Service Schools perceive to be Soft Skills. These responses were utilized as part of the basis for the Soft Skill Symposium held in July 1979 and the Chiefs of Analysis Seminar held in August 1979.		

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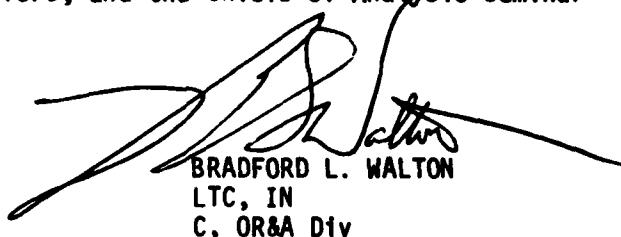
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DEPARTMENT OF THE ARMY
TRAINING DEVELOPMENTS INSTITUTE
FORT MONROE, VIRGINIA 23651

TRADOC SERVICE SCHOOL REPORTS
"SOFT SKILL AREAS"

The Training Developments Institute in its continuing efforts to improve the analysis basis for the training development system in the Army has compiled the following report. The individual service school responses were prepared in response to a TRADOC initiative to establish a common understanding of what areas each TRADOC service school perceives to form the nucleus of its "soft skills." These responses were utilized as part of the basis for the soft skill analysis research activities leading up to the Soft Skill Symposium held in July 1979, and the Chiefs of Analysis Seminar held in August 1979.



BRADFORD L. WALTON
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TAB A	Tasking Message	A
TAB B	Academy of Health Sciences	B
TAB C	Administration Center	
TAB D	Air Defense School	D
TAB E	Aviation Center	E
TAB F	Chaplain Center	F
TAB G	Command & General Staff College	G-
TAB H	Defense Information School	H
TAB I	Defense Language Institute	I
TAB J	Engineer School	J-
TAB K	Field Artillery School	K
TAB L	Infantry School	L
TAB M	Institute of Military Assistance	M
TAB N	Intelligence School (Devens)	N
TAB O	Intelligence School (Huachuca)	O
TAB P	Judge Advocate General's School	P
TAB Q	Military Police School	Q
TAB R	School of Music	R
TAB S	Organizational Effectiveness School	S
TAB T	Ordnance & Chemical School	
TAB U	Quartermaster School	U
TAB V	Signal School	V
TAB W	Transportation School	W

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TASKING MESSAGE

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DIR TNGDEV INSTITUTE FT MONROE VA//ATTNG-TDI-ORA//

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SUPT AHS FT SAM HOUSTON TX

COMDT CGSC FT LEAVENWORTH KS

COMDT JAGSCH CHARLOTTESVILLE VA

CDR ADMINCEN& FT BEN HARRISON IN

CDR USACAC& FT LEAVENWORTH KS

CDR USALOGC FT LEE VA

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J: SOFT SKILL AREAS RCS NUMBER ATTNG-OT63

IN AN EFFORT TO ESTABLISH A COMMON UNDERSTANDING OF WHAT AREAS EACH TRADOC SERVICE SCHOOL PERCEIVES TO FORM THE NUCLEUS OF "SOFT SKILLS" A ONE TIME REPORT IS REQUESTED AS STATED BELOW.

THIS REPORT WILL ESTABLISH THE BASIS ON WHICH FURTHER DISCUSSIONS, SYMPOSIUMS, ACTIONS WILL BE TAKEN TO ESTABLISH TRADOC GUIDANCE/ TRAINING IN THE CONDUCT OF SOFT SKILL ANALYSIS. IT IS THEREFORE ESSENTIAL THAT THE MOST KNOWLEDGEABLE INDIVIDUAL WITHIN EACH DTD BE IDENTIFIED AND PARTICIPATE IN THIS CRITICAL ACTIVITY. IT SHOULD BE UNDERSTOOD THAT THIS SOFT SKILL STUDY WILL ADDRESS BOTH ENLISTED

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AND OFFICER SPECIALTIES.

GENERAL CATEGORIES THAT PREVIOUSLY HAVE BEEN IDENTIFIED WITH "SOFT SKILLS" HAVE BEEN MANAGEMENT, LEADERSHIP, COUNSELLING, ETC. ALL OF WHICH ARE DIFFICULT TO READILY QUANTIFY IN THE TRADITIONAL TASK - CONDITION - STANDARD FORMAT. THE ADDRESSEES SHOULD NOT LIMIT THEMSELVES TO THESE CATEGORIES AND SHOULD REPORT ANY AREA WHICH MAY BE PERCEIVED TO FALL WITHIN THE AREA OF SOFT-SKILLS. THE INTENT IS NOT TO CONDUCT A COMPLETE SOFT SKILL ANALYSIS WITHIN EACH SPECIALTY, BUT MERELY TO IDENTIFY NOTIONAL EXAMPLES THAT REFLECT WHAT AREAS EXIST {OR ARE REQUIRED} TO BE PROFICIENT IN THE SPECIALTIES FOR WHICH THE ADDRESSEE IS RESPONSIBLE. A RECOMMENDED FORMAT IS NOTED BELOW. EXAMPLE PROVIDED IS NOT INTENDED TO BE COMPLETE BUT MERELY TO PROVIDE A NOTIONAL APPROACH TO RESPONDING TO THIS REQUIREMENT:

SCHOOL/ACTIVITY: ...

SOFT SKILL AREAS:

1. COUNSELLING

- A. COUNSEL SUBORDINATES ON WORK PERFORMANCE.
- B. COUNSEL SUBORDINATES ON FINANCIAL MATTERS

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- C. ...
- D. ...
- E. ...

2. SUPERVISING

- A. EVALUATE PERFORMANCE ON ...
- B. ENSURE MAINTENANCE ACTIVITIES ON ... ARE PERFORMED
- C. ...

3. TRAINING

- A. TRAIN PERSONNEL IN OPERATION OF ...
- B. SCHEDULE UNIT TRAINING.
- C. PLAN UNIT TRAINING FOR FORTHCOMING YEAR

- D. ...

4. MANAGING

- A. PUBLISH UNIT TRAINING SCHEDULE.
- B. PREPARE SECURITY PLAN.
- C. PREPARE CLASSIFIED EQUIPMENT DESTRUCTION PLAN.
- D. ASSIGN WORK REQUIREMENTS

- E. ...

5. TECHNICAL AREA

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- A. SAFEGUARD CLASSIFIED EQUIPMENT.
- B. ORGANIZE USE OF EQUIPMENT.
- C. PERFORM QUALITY CONTROL ON REPAIR OF ... COMPONENT.
- D. ...
- E. LONG RANGE PLANNING.
 - A. PREPARE OPLAN FOR ... CONTINGENCY OPERATION.
 - B. ...
- F. OTHER
- G. ...
- H. ...

RESPONSES TO THIS REQUIREMENT SHOULD BE SENT TO HQ TRADOC, ATTN:
ATTNG-TDI-ORA BY 25 MAY 1979. POC FOR THIS REQUIREMENT IS CPT R.
BEGLAND, AV 680-3608.

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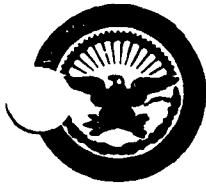
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ACADEMY of HEALTH SCIENCES



DEPARTMENT OF THE ARMY
ACADEMY OF HEALTH SCIENCES, UNITED STATES ARMY
FORT SAM HOUSTON, TEXAS 78234

HSA-TIA

4 JUN 1979

SUBJECT: Soft Skill Areas (RCS Number ATTNG-OT 63)

Commander
US Army Training and Doctrine Command
ATTN: ATTNG-TDI-ORA
Ft Monroe, VA 23651

1. Reference TRADOC TWX 011600Z May 1979, subject as above.
2. The Directorate of Training Development and Evaluation has identified notional examples of soft skill tasks that will be analyzed for selected 91CMF MOS'. Attached (Incl 1) is a tentative list of soft skill tasks. A complete soft skill analysis was not conducted in the development of this list.
3. POC for this requirement is MAJ T. R. Massey, AUTOVON 471-3144/3186.

FOR THE SUPERINTENDENT:

1 Incl
as

Keith L. Davis
KEITH L. DAVIS
CPT, MSC
Chief, Admin Svcs Div

SOFT SKILL AREAS

1. Counselling

- A. Establish a Working Relationship with Client
- B. Identify Client's Problem(s)
- C. Assess Client's Mental Status
- D. Assess Client's Social Functioning
- E. Counsel Subordinates on Performance
- F. Provide Supportive Counselling
- G. Lead Discussion Groups
- H. Identify Significant Characteristics and Needs of Supported Unit
- I. Establish Working Relationship with Appropriate Unit Personnel
- J. Conduct Personal Counselling with Subordinate

2. Supervision

- A. Supervise Maintenance on Individual TOE Equipment
- B. Supervise Tactical Dosimetry Operation
- C. Evaluate Individual Training
- D. Supervise Performance Oriented Training Session
- E. Conduct a Meeting
- F. Supervise Maintenance of Publications Library
- G. Supervise Unit Decontamination of Equipment
- H. Evaluate and Revise Existing Resource Management Plans
- I. Supervise Field Sanitation Activities
- J. Supervise Training of Nonmedical Personnel in Emergency First Aid Procedures

3. Training

- A. Plan Unit Training
- B. Evaluate Individual Training

4. Managing

- A. Plan and Manage Safety Program
- B. Prepare Ward Inservice Reports
- C. Prepare to Conduct Individual Training
- D. Prepare and Supervise Implementation of Patient Care Plans
- E. Assist in Planning and Operation of Nursing Service Department
- F. Assist in Formulating Resource Management Plans within Nursing Service Department
- G. Monitor Safety Programs
- H. Determine Utilization of Personnel
- I. Monitor Unit Preventive Medicine Program
- J. Coordinate Medical Evacuation of Casualties
- K. Employ Organic/Attached Medical Support
- L. Monitor Preventive Dentistry Program

5. Communications

- A. Apply Effective Communication Tools within Health Care Environment
- B. Interpret Elements of Nonverbal Communication
- C. Establish and Maintain Rapport with Patients
- D. Apply Therapeutic Communication Methods in Patient Care Activities

6. Legal/Ethical

- A. Determine Areas of Potential Legal Liability within Health Care Setting
- B. Determine Ethical Codes of Behavior Appropriate to the Practival Nurse
- C. Employ Legal Responsibilities in Patient Care Setting

7. Planning

- A. Plan Field Sanitation Program
- B. Plan Unit Preventive Medicine Program
- C. Plan Human Relations Program
- D. Determine Utilization of Personnel
- E. Plan Unit Leave Program
- F. Review Unit Manning Report

8. MOS Specific

- A. Assess a Patient's Mental Status
- B. Formulate Goals for Individual Patient Care Plan
- C. Assess Wound for Inflammation/Infection
- D. Perform Nursing Management of a Post-Operative Patient
- **E. Perform Nursing Intervention for a Patient Whose Behavior is Characterized by Patterns of Withdrawl
- F. Determine Need for Referral for Further Treatment
- G. Diagnosis of Minor Illnesses/Diseases

*A series of tasks pertaining to "Nursing Management of various types of patients" have been identified.

**A series of tasks pertaining to "Nursing intervention of specific conditions" have been identified.

ADMINISTRATION CENTER



DEPARTMENT OF THE ARMY
U.S. ARMY ADMINISTRATION CENTER
FORT BENJAMIN HARRISON, INDIANA 46216

ATZI-TD-TA

17 MAY 1979

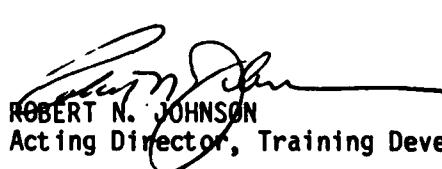
SUBJECT: Soft Skill Areas (RCS ATTNG-OT63)

Director
Training Development Institute
ATTN: ATTNG-TDI-ORA
Fort Monroe, Virginia

1. Reference message, TDI, ATTNG-TDI-ORA, 011500Z May 79, SAB.
2. Difficulty in analysis of some "soft skill" tasks has been an area of major concern and effort at ADMINCEN for several years. To date, we have discovered that some of the difficulty is perceived rather than real. In many instances, the only problem is determining the level of specificity of tasks. For example, "Safeguard Classified Equipment" is a responsibility, not a task. Once the responsibility has been broken down to the individual task level, analysis becomes feasible. A second misperception is that all essentially mental tasks are "soft skills" and therefore defy analysis. This is not necessarily so. As long as the mental considerations and decisions can be specified and real world conditions and standards can be established, the task can be analyzed (e.g., Prepare a Classified Document Emergency Destruction Plan).
3. There remains, however, a large domain of legitimate "soft-skill" tasks which present serious impediments to adequate task analysis. At Inclosure 1, we have attempted to classify these tasks by type and to indicate those aspects which appear to be the deterrent to adequate analysis. Representative tasks are included as requested.
4. In view of our substantial proponent interest in the "soft-skill" task analysis problem, request that ADMINCEN (DTD) be invited to participate in the proposed discussions or workshops.

FOR THE COMMANDER:

1 Incl
as


ROBERT N. JOHNSON
Acting Director, Training Development

I. Generic Descriptor: INTERPERSONAL TASKS

Characteristics: Each task involves interaction between two people. The purpose of the interaction is for one person to influence or change the behavior, attitude or opinion of the other.

Examples:

- Counsel subordinates on work performance
- Conduct a sales interview (Prospective recruit)
- Interview a prospective employee
- Brief newly assigned personnel
- Establish individual performance objectives
- Conduct an interview for a news/feature story
- Counsel a soldier charged with a UCMJ offense (Advise client)

Discussion: Identification of the task itself is not difficult. Specification of the conditions of performance is complicated inasmuch as there are innumerable initiating cues and sets of conditions under which these interpersonal tasks must be performed. Product standards of performance are difficult to specify because of our inability to measure change in behavior, attitude or opinion immediately after task performance. (Such changes may not be observable or measurable until long after the task has been performed--if ever.) Process standards of performance are inadequate for measurement purposes because "proper performance" of the task by the incumbent does not always result in the desired behavioral change on the part of the other person. Specification of how to perform the task is complicated by the fact that the second party constantly reacts to the task performer's approach, requiring continual task alteration on a second-by-second basis. Several factors account for the aforementioned difficulties: (1) The second person is, in fact, a condition of task performance for the job Incumbent. (2) The personality, attitude and opinions of the job incumbent affect the way he will perceive and react to the changing behavior of the second person. (3) An infinite number of internal cues generated during task performance materially affect how the task should be performed and what results can be expected. No two situations are alike. Moreover, no one situation is static; it is changing constantly.

II. Generic Descriptor: (JUDGMENTAL TASKS - ASSESSMENT/DECISION-MAKING/
PROBLEM-SOLVING)

Characteristics: Each task involves the identification and consideration of a myriad of interrelated variables and the application of individual logic to arrive at an assessment, decision or solution. No two situations are ever identical. Assessments, decisions or solutions cannot be judged as wholly correct or incorrect.

Examples:

- Plan your daily personal work schedule
- Prepare an assessment of the human situation (S-1/G-1 task)
- Evaluate the assessment of the human situation (Commander's task)
- Prepare a budget
- Distribute workload
- Approve/Disapprove expenditures
- Evaluate subordinate's performance
- Select a civilian employee from among the "best qualified" candidates
- Select tasks for training
- Conduct a staff study
- Assign priorities to missions and tasks

Discussion: For the most part, task identification is not difficult, but conditions and procedures vary so extensively that it is impossible to account for all possibilities. No two managers/supervisors are likely to approach a judgmental task in the same way. Each brings his own peculiar blend of personality, intellect, training and experience to bear on the task. In addition, each must work within a unique framework of external influences: guidelines from higher headquarters, instructions from his superiors, advice from his peers and suggestions from his subordinates. Moreover, each incumbent is influenced by his own perception of the external factors--indeed, by his very perception of the problem or issue. Given the same external influences, no two managers will perform in the same way. Finally, no two qualified evaluators of the task performance will agree completely on the adequacy of that performance. It is practically impossible to develop meaningful standards of performance for judgmental tasks.

III. Generic Descriptor: CREATIVE TASKS

Characteristics: Each task involves the interrelationship of a multitude of variables: purposes, concepts, methods, media and audiences. Each performance of a task culminates in the creation of a product or result that is different from that achieved on previous performances of the task. Task conditions and procedures vary infinitely; task standards, for the most part, are highly subjective.

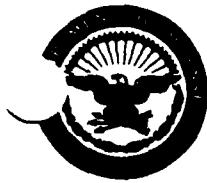
Examples:

- Write a military letter
- Write a feature story
- Write a TV spot/promotional announcement
- Layout a newspaper/magazine page
- Edit a task summary (SM page)
- Edit a photograph for reproduction
- Design a blank form
- Design an instructional module

Discussion: "Creativity" almost defies definition. The word connotes "newness," "inventiveness," "uniqueness." A creative product is something that has never previously existed in that particular form. Although most creative tasks are based upon a set of principles, the application and interrelationship among those principles will vary with each repetition of the task. Given the same specific requirement, situation and information, no two performers will produce the identical product. There is no known procedure which will always produce an acceptable product. If there were, the task would not be creative. To further complicate the problem, the acceptability of the product is based upon the subjective judgment of the first-line or higher level supervisor. Standards, therefore, are variable, depending on the opinions of the supervisor. Even a "jury of experts" will disagree as to the acceptability of any product--except for the truly outstanding or completely unacceptable performance. While it is true that most creative tasks have a recommended generalized approach and a few concrete aspects which can be measured by all, it is not only possible ~~but~~ actually probable that strict adherence to the recommended approach and generation of a product with all the known measurable characteristics will not result in an acceptable product. What we have here is a case where the sum of the parts is not equal to the whole. The state of the art is such that we simply do not know what the essential processes or the measurable product characteristics are.

D

AIR DEFENSE



**DEPARTMENT OF THE ARMY
HEADQUARTERS US ARMY AIR DEFENSE SCHOOL
FORT BLISS, TEXAS 79915**

ATSA-TD-IT-A

29 MAY 1979

SUBJECT: Soft Skill Areas

**Commander
US Army Training and Doctrine Command
ATTN: ATTNG-TDI-ORA
Fort Monroe, VA 23651**

1. References:

- a. Your message R011600Z May 79, TRADOC, subject: Soft Skill Areas
RCS Number ATTNG-OT63.
 - b. FONECON between MAJ Reed and CPT Begland on 8 May 79.

2. Attached are lists of officer (Incl 1) and enlisted (Incl 2) soft skill duty areas and tasks, which USAADS perceives to fall within the area of soft skills.

3. USAADS POC is Mr. G. L. Harrison. AUTOVON 978-7025.

FOR THE COMMANDANT:

2 Incl
as

Kenneth M. Stutler
KENNETH M. STUTLER
CPT, AD
Administrative Officer

SOFT SKILL
FUNCTIONAL AREAS
ADA OFFICERS

1. Personal Hygiene
2. Physical Fitness
3. First Aid
4. Safety
5. Public Relations
6. Unit Administration
7. Leadership
8. Awards and Punishments
9. Dismounted Drill
10. Inspections
11. Land Navigation
12. Escape, Evasion, and Survival
13. Intelligence/Counterintelligence
14. Training Instruction
15. Cover, Concealment, and Camouflage
16. Obstacles, Booby Traps, and Mine Warfare
17. Field Sanitation
18. Demolition
19. Fire Control and Adjustment
20. Weather
21. Armor Protection
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21. *22.* *23.* *24.* *25.* *26.* *27.* *28.* *29.* *30.* *31.* *32.* *33.* *34.* *35.* *36.* *37.* *38.* *39.* *40.* *41.* *42.* *43.* *44.* *45.* *46.* *47.* *48.* *49.* *50.* *51.* *52.* *53.* *54.* *55.* *56.* *57.* *58.* *59.* *60.* *61.* *62.* *63.* *64.* *65.* *66.* *67.* *68.* *69.* *70.* *71.* *72.* *73.* *74.* *75.* *76.* *77.* *78.* *79.* *80.* *81.* *82.* *83.* *84.* *85.* *86.* *87.* *88.* *89.* *90.* *91.* *92.* *93.* *94.* *95.* *96.* *97.* *98.* *99.* *100.* *101.* *102.* *103.* *104.* *105.* *106.* *107.* *108.* *109.* *110.* *111.* *112.* *113.* *114.* *115.* *116.* *117.* *118.* *119.* *120.* *121.* *122.* *123.* *124.* *125.* *126.* *127.* *128.* *129.* *130.* *131.* *132.* *133.* *134.* *135.* *136.* *137.* *138.* *139.* *140.* *141.* *142.* *143.* *144.* *145.* *146.* *147.* *148.* *149.* *150.* *151.* *152.* *153.* *154.* *155.* *156.* *157.* *158.* *159.* *160.* *161.* *162.* *163.* *164.* *165.* *166.* *167.* *168.* *169.* *170.* *171.* *172.* *173.* *174.* 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23. Air Defense Operations
24. NBC
25. Communications
26. Maintenance/Maintenance Management
27. Wheeled Vehicles/Track Vehicles
28. Supply
29. Dining Facility Management
30. Personnel
31. Special Techniques

1. PERSONAL HYGIENE

- 1. Supervise personal cleanliness.**
- 2. Supervise cleanliness of living areas.**
- 3. Supervise construction of field sanitation facilities.**
- 4. Supervise disposition of garbage, litter, and human waste.**
- 5. Purify water for personal use.**
- 6. Supervise cleanliness of individual mess gear.**
- 7. Supervise preventive measures to control venereal disease.**
- 8. Supervise preventive measures to minimize carbon monoxide poisoning.**
- 9. Supervise wearing of protective clothing.**
- 10. Supervise preventive measures to reduce cold/wet weather injuries.**
- 11. Supervise preventive measures to reduce hot weather injury.**

2. PHYSICAL FITNESS

1. Establish physical fitness appropriate to unit's mission.
2. Supervise unit athletic programs.
3. Supervise physical fitness program.
4. Participate in physical fitness programs.

3. FIRST AID

1. Inspect a casualty's breathing and heartbeat.
2. Evaluate the injuries a casualty has sustained.
3. Clear and maintain the airway of a casualty.
4. Apply first aid to a casualty.
5. Administer shock control measures to a casualty.
6. Direct treatment for hot/cold/wet weather injuries.
7. Conduct first aid training.
8. Supervise medical evacuation of casualties.
9. Supervise preventive medicine program.
10. Apply first aid measures for electrical shock.
11. Identify poisonous plants.
12. Apply first aid measures for carbon monoxide poisoning.
13. Apply first aid measures for burns.

4. SAFETY

1. Prepare accident reports.
2. Inspect for safety hazards throughout the unit.
3. Supervise correction of safety hazards throughout the unit.
4. Prepare unit safety SOP.

5. PUBLIC RELATIONS

1. Brief visitors and inspectors on the structure and function of the air defense battery.
2. Prepare policy directives, SOP, and other instructions pertaining to public information activities.
3. Prepare news items on individual personnel for their hometown newspaper, TV and radio stations.
4. Prepare and review news releases on organizational activites.
5. Process any required clearance of proposed public statements by senior officers.
6. Collect and assemble photographs and clippings for information library.
7. Prepare and present briefings on public information activities.
8. Assemble, write, and edit materials for command or troop information publications.
9. Arrange for artwork, photographs, and other graphic work.

6. UNIT ADMINISTRATION

- 1. Prepare administrative SOP's and instruction for unit.**
- 2. Prepare and review administrative correspondence, memoranda, and reports.**
- 3. Inspect the currency of publications within the unit.**
- 4. Administer unit funds.**
- 5. Establish unit suspense system.**
- 6. Review, interpret, and apply directives and information.**
- 7. Prepare daily bulletin or similar publications.**
- 8. Schedule appointments, conferences, and other such activities.**
- 9. Provide for office services and clerical support.**

7. LEADERSHIP

1. Assign responsibility to subordinates.
2. Delegate authority to subordinates.
3. Supervise subordinates' job performance.
4. Counsel subordinates on job performance.
5. Counsel subordinates on re-enlistment.
6. Counsel subordinates on personal affairs.
7. Determine agencies which will assist the counselee.
8. Assist subordinates to overcome their performance deficiencies.
9. Influence subordinates' behavior by the use of rewards and punishments.
10. Establish unit SOPs.
11. Identify potential morale or disciplinary problems.
12. Identify actions to create or improve esprit de corps.
13. Investigate complaints.
14. Evaluate subordinate performance and attitudes.
15. Assist men in handling natural fears and avoiding panic.
16. Provide for the personal security of all soldiers and their possessions.
17. Supervise personnel management activities.
18. Recommend classification/reclassification of personnel.
19. Recommend assignment/reassignment of personnel.
20. Recommend reduction/promotion of personnel.
21. Initiate action to relieve incompetent subordinates.
22. Initiate action to eliminate unfit or unsuitable persons from the service.
23. Inform soldiers of the roles and missions of the Inspector General.

24. Initiate measures to prevent drug/alcohol abuse in the unit.
25. Implement the unit Race Relations/Equal Opportunity Program.
26. Inspect unit sanitation and hygiene status.
27. Train unit in the application of first aid measures.
28. Train unit in the application of sanitation.
29. Monitor personnel state of health.
30. Enforce wearing protective apparel and devices to prevent injury.
31. Supervise development of physical fitness training program.
32. Plan and establish unit level A and R program.
33. Conform to military customs and courtesies.
34. Participate in military social functions.
35. Use military precedence and protocol.
36. Conduct crewdrill.
37. Conduct garrison inspections.
38. Prepare administrative portions of combat orders.
39. Enforce discipline and report violation to UCMJ.
40. Select men for retraining in MOS skills.

8. AWARDS AND PUNISHMENTS

1. Establish policies that reward appropriate behavior or performance and discourage inappropriate behavior or performance.
2. Implement unit awards and decorations policy.
3. Write recommendations for awards.
4. Supervise the use of nonpunitive punishment.
5. Recommend individuals for punishment under Article 15, UCMJ, or for court-martial.
6. Present individual with warnings of constitutional rights (right to counsel, right against self-incrimination).
7. Question witnesses and suspects of apparent violations of the UCMJ.
8. Conduct searches and seizures.
9. Secure seized evidence.
10. Inform subordinates on legal actions that can be taken against offenders.
11. Use Manual for Courts-Martial.
12. Perform as a member of courts-martial.
13. Initiate administrative discharges.
14. Take administrative actions against individuals.
15. Advise on the jurisdiction limits of military law.
16. Recommend type court-martial desired.
17. Conduct line-of-duty investigations.
18. Approve disciplinary measures.
19. Identify alcohol and drug abusers for judicial disposition.

2. DISMOUNTED DRILL

1. Supervise dismounted drill.

10. INSPECTIONS

- 1. Supervise preparation of facilities and equipment for inspections.**
- 2. Conduct inspection of displayed personnel and organizational clothing and equipment.**
- 3. Conduct an inspection of displayed personnel/equipment/facilities within area of responsibility.**

11. LAND NAVIGATION

1. Measure a magnetic azimuth with a compass.
2. Measure an azimuth on a map with a protractor.
3. Compute the back azimuth of an azimuth.
4. Convert a magnetic azimuth to a grid azimuth using the map's declination point.
5. Measure ground distance on a map.
6. Estimate distance while moving on foot from one point to another.
7. Locate a point on the map using the Military Grid Reference System.
8. Locate a point on the ground using the polar coordinate system.
9. Orient a map using the compass.
10. Orient a map by comparing features on the map with those on the ground.
11. Determine own location on the ground by comparing terrain features visible from the location with those shown on the map.
12. Locate an unknown point on a map or on the ground by intersection.
13. Locate an unknown point on a map or on the ground by resection.
14. Locate an unknown point on a map or on the ground using the indirect fire technique (marking rounds).
15. Select a movement route using a map.
16. Navigate from one point on the ground to another with the aid of a compass.
17. Navigate from one point to another with the aid of a topographic map.
18. Navigate from one point on the ground to another with the aid of a pictomap.

19. Navigate from one point on the ground to another using a strip map as a substitute for a topographic map.
20. Navigate from one point on the ground to another using expedient methods to determine direction and distance.
21. Evaluate terrain using an aerial photo as a supplement to a topographic map/pictomap.
22. Determine the elevation of a point on the ground using a map.
23. Determine the degree of slope of terrain using a map.
24. Prepare a map overlay.
25. Prepare a strip map.
26. Prepare a sketch map.
27. Inspect a compass for serviceability.
28. Obtain geographical documents needed for operational purposes.
29. Use an aerial photograph as a map substitute supplement.
30. Determine the scale of an aerial photograph.

12. ESCAPE, EVASION, AND SURVIVAL

1. Lead subordinates in the avoidance of enemy capture or in the escape from enemy capture.
2. Obey the code of conduct.
3. Represent and command subordinate PWs.
4. Traverse enemy controlled territory.
5. Forage for food and water.
6. Resist enemy interrogation, indoctrination, and exploitation if captured.
7. Organize fellow PWs.
8. Plan escape as PW.
9. Construct improvised shelter.
10. Construct expedient weapons.
11. Teach Geneva Convention.

13. INTELLIGENCE/COUNTERINTELLIGENCE

1. Plan unit intelligence collection.
2. Supervise the collection of intelligence information.
3. Evaluate the reliability and accuracy of sources and information.
4. Interpret information to provide intelligence.
5. Develop EEI and OIR.
6. Disseminate intelligence.
7. Submit intelligence reports to the BC and to higher headquarters.
8. Employ intelligence information.
9. Evaluate the effects of weather on operations.
10. Evaluate the effects of terrain on operations.
11. Determine avenues of approach.
12. Determine key terrain.
13. Determine fields of fire and observation.
14. Determine obstacles to movement.
15. Evaluate enemy capabilities and probable courses of action.
16. Supervise the handling of PWs.
17. Supervise the handling of captured documents and material.
18. Supervise counterintelligence activities.
19. Write security SOPs.
20. Plan for physical security.
21. Coordinate physical security.
22. Inspect physical security.
23. Evaluate physical security.

25. Safeguard classified information and material.
26. Report actual/suspected compromise of classified material.
27. Interrogate known or suspected enemy personnel for information of immediate tactical value.
28. Identify enemy vehicle, aircraft, and equipment.
29. Maintain an informal situation map.
30. Disseminate challenge and password.
31. Supervise personnel usage of challenge and password.
32. Exchange intelligence information with adjacent and attached units.
33. Enforce noise, light, and litter discipline and techniques.
34. Enforce EW discipline and techniques.
35. Determine azimuth to enemy indirect fire delivery means from shell crater.
36. Identify type of enemy indirect fire by analyzing shell fragments and shell craters.
37. Supervise use of STANO device found within unit.
38. Teach a class on Subversion and Espionage Directed Against the US Army (SAEDA).

14. TRAINING/INSTRUCTION

1. Analyze time and resources available for training.
2. Evaluate unit training requirements.
3. Develop unit training objectives.
4. Arrange for training area, training material, and aids.
5. Prepare unit training schedule.
6. Estimate training ammunition requirements.
7. Prepare unit training directives.
8. Conduct training.
9. Determine whether or not the training tasks are related to individual proficiency and to unit mission.
10. Assign priorities to performance objectives.
11. Select personnel to present training.
12. Select methods of instruction to be used to accomplish training objectives (conference, lecture, demonstration, practical exercise, peer instruction, etc.).
13. Select the media for training (film, tape, E.T.V., etc.).
14. Determine the instructional materials, publications, equipment, supplies, devices, and training aids needed to support training.
15. Develop training tests.
16. Administer training tests.
17. Supervise an on-the-job training program.
18. Identify tasks which require additional training.
19. Critique performance of individual/unit training.
20. Supervise the planning and conduct of exercises.

21. Supervise the conduct of training.
22. Advise superior concerning training.
23. Supervise development of lesson plans.
24. Monitor, inspect, and evaluate training performance.
25. Review Personnel Record.

15. COVER, CONCEALMENT, AND CAMOUFLAGE

- 1. Select battlefield positions that afford cover and concealment.**
- 2. Supervise camouflage of equipment and supplies.**
- 3. Supervise camouflage of individuals.**
- 4. Supervise camouflage of weapons.**
- 5. Supervise camouflage of positions.**
- 6. Enforce camouflage discipline.**
- 7. Supervise construction of individual fighting positions.**
- 8. Supervise construction of bunkers.**
- 9. Supervise construction of crew-served weapon positions.**
- 10. Enforce concealment during movement by weather and light conditions.**
- 11. Enforce concealment during movement through route selection.**
- 12. Supervise the removing or concealing of track, tire, and foot impressions.**
- 13. Supervise construction of decoys.**
- 14. Supervise emplacement of decoys.**

16. OBSTACLES, BOOBY TRAPS, AND MINE WARFARE

1. Supervise installation of a Claymore mine.
2. Supervise firing of a Claymore mine using a detonator.
3. Supervise recovery of Claymore mines.
4. Supervise locating mines by probing.
5. Mark enemy mine fields and booby traps.
6. Supervise the search of an area for mines and booby traps.
7. Mark the locations of dud munitions.
8. Obtain support to deactivate munitions.
9. Supervise construction of wire obstacles
10. Supervise recovery of wire obstacles.
11. Analyze maps and map substitutes for natural obstacles.

17. FIELD SANITATION

- 1. Supervise program for protective measures against diseases.**
- 2. Supervise waste disposal:**
 - a. Select sanitary disposal methods.**
 - b. Select latrine sites.**
 - c. Inspect latrine maintenance.**
- 3. Supervise the establishment of dining equipment washing facilities.**

18. DEMOLITIONS

- 1. Apply safety procedures when handling demolitions and demolition accessories.**
- 2. Supervise the storage of demolitions and accessories.**
- 3. Inspect demolitions and accessories.**
- 4. Supervise the disposing of demolitions and accessories.**
- 5. Supervise the destruction of equipment with explosives to prevent enemy capture.**

19. FIRE REQUEST AND ADJUSTMENT

1. Establish communication with agency controlling/coordinating indirect/aerial fire support.
2. Locate a target for attack by indirect/aerial fires.
3. Issue a call for fire to an indirect/serial fire support agency.
4. Adjust indirect fire using the bracketing method.
5. Adjust indirect fire using the creeping method.
6. Adjust illuminating shells delivered by indirect/aerial fire support.
7. Adjust aerial delivered fires.
8. Identify friendly locations to facilitate the attack of targets by indirect/aerial fires.
9. Terminate an indirect/serial fire mission.
10. Plan suppressive fires.
11. Prepare fire request.
12. Coordinate organic/supporting fires.

20. WEAPONS

1. M16A1 Rifle

- a. Supervise the use of the M16A1 rifle with the M203 grenade launcher.
- b. Supervise assembly and disassembly of the weapon.
- c. Inspect the weapon.
- d. Supervise correction of malfunction of M16A1 and M203.

2. M60 Machine Gun

- a. Supervise the use of the M60 machine gun.
- b. Supervise assembly and disassembly of the weapon.
- c. Inspect the weapon.
- d. Supervise correction of malfunction of M60 machine gun.

3. .50 Caliber Machine Gun

- a. Supervise assembly and disassembly of the weapon.
- b. Supervise the use of the .50 caliber machine gun.
- c. Inspect the weapon (include check of the head-space and timing).
- d. Supervise correction of malfunction of .50 caliber machine gun.

4. .45 Caliber Pistol

- a. Supervise the assembly and disassembly of the weapon.
- b. Inspect the weapon.
- c. Supervise correction of malfunction of .45 caliber pistol.

5. M203 Grenade Launcher

- a. Supervise assembly and disassembly of the weapon.
- b. Inspect the weapon.

6. M72 Light Anti-Tank Weapon (LAW)

- a. Inspect the weapon.
- b. Supervise correction of malfunction of M72 (LAW).

7. .45 Caliber Submachine Gun

- a. Inspect the weapon.
- b. Supervise correction of malfunction of .45 caliber submachine gun.

8. Supervise the use and maintenance of the bayonet.

9. Supervise marksmanship or familiarization training for all small arm or crew-served weapons authorized in the unit.

10. Supervise destruction of all small arms and crew-served weapons to prevent enemy use.

11. Supervise the storage of hand grenades.

12. Supervise engagement of the enemy with hand grenades.

13. Supervise use of smoke grenades.

14. Supervise destruction of equipment/supplies with hand grenades to prevent enemy use.

15. Supervise hand grenade training.

21. AMMUNITION

1. Supervise transportation of small arms or air defense ammunitions.
2. Supervise storage of small arms or air defense ammunitions.
3. Supervise handling of small arms or air defense ammunitions.
4. Arrange for ammunition resupply.
5. Enforce safety requirements for handling small arms or air defense ammunitions.

22. TACTICAL EMPLOYMENT

1. Analyze operations order from higher headquarters as it relates to the unit.
2. Analyze an operations overlay for tactical operations.
3. Develop organization for offensive operations.
4. Develop organization for defensive operations.
5. Analyze the defensive situation (make an estimate of the situation).
6. Develop counterambush plans.
7. Coordinate unit defense plans with adjacent units.
8. Conduct rehearsal of planned operations.
9. Reorganize defensive position after enemy attack.
10. Supervise engagement of enemy aircraft with non-air defense weapons.
11. Take passive measures to prevent detection by enemy aircraft.
12. Select offensive tactic to accomplish the mission.
13. Prepare a fragmentary order.
14. Draw graphic control measures for offensive operations.
15. Plan defensive operation or perimeter defense.
16. Prepare a fragmentary order for a defensive operations.
17. Organize assets for an area defense within:
 - a. Security area.
 - b. Forward defense area.
 - c. Reserve area.
18. Draw graphic control measures for defensive operations.
19. Select location of combat outpost.

21. Prepare a platoon fire plan.
22. Issue a warning order for an impending tactical operation.
23. Select a bivouac area.
24. Supervise the security of a bivouac area.
25. Supervise the security of work site.
26. Supervise reorganization as infantry.
27. Enforce passive security measures.
28. Conduct patrolling operations.
29. Conduct RSOP.
30. Recognize and identify vehicles found in enemy's echelons.
31. Analyze battlefield for possible enemy targets.
32. Coordinate march planning.
33. Determine scheme of maneuver.
34. Recommend tactical employment of unit and supporting assets.
35. Conduct critiques of tactical operations.
36. Prepare defensive fire plan.
37. Conduct operations in special environments (i.e., built-up areas, jungle, etc.).
38. Command unit in an active defense.
39. Prepare air movement plans.
40. Prepare rail movement plans.
41. Prepare motor movement plans.
42. Prepare loading plans for rail or air movement.

23. AIR DEFENSE OPERATIONS

1. Submit equipment status reports to higher headquarters (AADCP, BOC, BN S3).
2. Direct battery activity to change alert status.
3. Control the battery during actual or simulated air battles on air defense operations.
4. Perform the duties of TCO/ECO as established in SOP's and directives.
5. Supervise the operation of air defense equipment.
6. Supervise air defense system crew training.
7. Supervise visual aircraft recognition training.
8. Perform the duties of identification officer during simulated or actual air battles.
9. Coordinate air defense operations with other units and with higher headquarters.
10. Submit operational reports to higher headquarters.
11. Supervise destruction of ADA equipment to prevent enemy use.
12. Perform necessary action when a change in DEFCON or air defense emergency is received.
13. Identify the three air defense warnings.
14. Apply ADA rules of engagement in a tactical situation.
15. Apply ADA methods of control.
16. Apply ADA control measure to an actual or simulated engagement.
17. Apply GEOREF system as used by ADA units.
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18. Coordinate with U.S. Air Force Tactical Air Control Systems Elements.

- 19. Prepare/apply unit tactical SOP during actual or simulated engagements.
- 20. Identify all "specified" and "implied" tasks for the mission.
- 21. Update unit requirements as necessary.
- 22. Analyze friendly situation in area of operations.
- 23. Analyze opposing courses of action to determine advantages of each.
- 24. Compare own courses of action in terms of advantages.
- 25. Recommend best courses of action and scheme of maneuver to commander for unit operation.
- 26. Prepare operations estimate.
- 27. Prepare Operations Plan/Order.
- 28. Prepare Warning Order.
- 29. Plan tactical security for unit movements.
- 30. Supervise/Prepare loading plan for element/unit.
- 31. Prepare situation reports.
- 32. Use situation map.
- 33. Post situation map.
- 34. Prepare spot reports.
- 35. Analyze spot reports.
- 36. Receive spot reports.
- 37. Prepare briefings.
- 38. Present briefings.
- 39. Supervise redeployment of ADA unit by train.
 - 1. Supervise redeployment of ADA unit by assigned vehicles.
- 41. Supervise redeployment of ADA unit by aircraft.

24. NBC

1. Recognize NBC alarms.
2. Supervise wearing of protective mask (w/accessories).
3. Recognize NBC hazards.
4. Supervise wearing of protective clothing.
5. Perform self decontamination.
6. Perform first aid on chemical and biological casualties.
7. Recognize NATO NBC markers.
8. Prepare the unit for nuclear attack.
9. Train the unit in techniques of NBC defense.
10. Identify chemical and biological agents by their effects.
11. Supervise NBC hazard detection.
12. Supervise unit operations and activities in contaminated areas.
13. Supervise decontamination of personnel.
14. Supervise equipment decontamination.
15. Supervise delineation of areas of NBC contamination.
16. Use the Nuclear Detonation and Reporting System.
17. Prepare unit NBC SOP.
18. Supervise NBC equipment maintenance.
19. Explain to subordinates the consideration and concepts of US employment of NBC weapons.
20. Predict and recognize nuclear effects on targets of various types.
21. Supervise decontamination of supplies.
22. Supervise the protection of food and personal equipment from NBC agents.

- 23. Supervise the protection of a vehicle interior from NBC agents.
- 24. Seek cover as protection against NBC agents.
- 25. Direct unmasking procedures.
- 26. Supervise the marking of areas contaminated by NBC agents.
- 27. Prepare NEC reports.
- 28. Supervise/conduct radiological monitoring and survey operations.
- 29. Prepare and disseminate radiological fallout predictions for planned friendly nuclear detonations.

25. COMMUNICATIONS

1. Use tactical radio equipment.
2. Use field telephone.
3. Monitor construction of field expedient antennas.
4. Monitor the operation of a radio relay site.
5. Use tactical wire equipment.
6. Prepare and use a unit communications SOP.
7. Enforce the use of Communications-Electronics Security Instructions (CESI).
8. Enforce the use of Communications-Electronics Operating Instructions.
9. Establish the security of CEOI/CESI and related classified documents.
10. Evaluate information to determine security classification prior to communication.
11. Enforce the use of proper radio-telephone procedures:
 - a. Authentication procedures.
 - b. Numerical, authentication and brevity codes.
 - c. Communications discipline.
 - d. Prowords, phonetic alphabet.
12. Recognize enemy jamming and deception.
13. Execute countermeasures against enemy jamming.
14. Monitor erection and dismantling of RC 292 antenna.
15. Supervise operation of a radio net control station.
16. Enter radio communications net.
17. Leave radio communications net.

18. Supervise destruction of communications equipment to prevent enemy use.
19. Prepare reports concerning communications matters.
20. Coordinate CE requirements with CE officer.
21. Supervise CE equipment and auxiliary generators.
22. Inspect communications operations and equipment to prevent enemy use.
23. Establish training programs in communications security for the unit.
24. Establish training programs in communications operations for the unit.
25. Operate AM radios.
26. Operate FM radios.
27. Install appropriate antenna system for AM and FM radios.
28. Design a tactical wire communications system for a platoon or a battery.
29. Establish wire communications for a platoon or battery.
30. Operate in a wire communications net.
31. Perform as a radio Net Control Station (NCS).
32. Enter unfamiliar nets using Item Number Identifiers to identify his station.
33. Use authorized Communications Security (COMSEC) devices.
34. Use the challenge and reply authentication system.
35. Use the transmission authentication system.
36. Use radio equipment in an Electronic Warfare (EW) environment.
37. Recognize when Electronic Counter-Measures (ECM) are being used against you.
38. Take appropriate remedial actions after determining that your station is receiving interference.

39. Use appropriate preventive measure against Electronic Counter-Measures (ECM).
40. Use the required circuits and systems to operate in an automatic communications system.
41. Use the required radio nets and equipment to operate in the manual communications system.

26. MAINTENANCE/MAINTENANCE MANAGEMENT

1. Supervise the use of equipment operation records, i.e.:
 - a. Equipment Utilization Records (DA Form 2400).
 - b. Organization Control Record for Equipment (DA Form 2401).
 - c. Equipment Inspection and Maintenance Worksheet (DA Form 2401).
2. Supervise the use of equipment historical records, i.e.:
 - a. Equipment Daily or Monthly Log (DA Form 2408-1).
 - b. Equipment Modification Records (DA Form 2408-5).
 - c. Equipment Transfer Report (DA Form 2408-7).
 - d. Equipment Accept and Registration Record (DA Form 2408-8).
 - e. Equipment Component Register (DA Form 2408-10).
 - f. Uncorrected Fault Record (DA Form 2408-14).
 - g. Preventive Maintenance Schedule and Record (DD Form 314).
3. Supervise battery maintenance programs:
 - a. Control motor pool flow.
 - b. Control tool room facilities.
 - c. Control cannibalization.
 - d. Supervise the performance of ESC inspections on reportable equipment.
4. Prepare and evaluate the Material Readiness Report (DA Form 2406).
5. Supervise the maintenance of prescribed load list (PLL).
6. Supervise preventive maintenance on organizational and individual equipment, i.e.:
 - a. Wheeled and tracked.
 - b. Generators.

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- c. Air defense systems equipment.
 - d. Commo equipment.
 - e. NBC equipment.
 - f. Individual equipment.
 - g. Canvas items.
 - h. Mess equipment.
 - i. Individual/crew-served weapons.
 - j. Fuel stoves and lanterns.
 - k. Fire extinguishers.
 - l. Battery power devices (flashlights, etc.).
 - m. Common hand tools (including pioneer tools).
8. Supervise the preparation of requests for issue/turn-in (DA Form 2765).
 9. Submit equipment improvement recommendation on a DA Form 2407 (Maintenance Request).
 10. Request maintenance support.
 11. Establish priorities for general maintenance.
 12. Spot check operator/crew maintenance under supervision of unit maintenance personnel.
 13. Supervise scheduled preventive maintenance under supervision of unit maintenance personnel.
 14. Supervise repair of equipment using field expedients.
 15. Supervise and inspect storage of fuels, cleaning materials, lubricants, and paint.
 16. Supervise shop operations for maintenance facility.

17. Supervise marking of military vehicles and equipment.
18. Insure that each equipment Operator Qualification Record (DA Form 348) and United States Government Motor Vehicle Operator's Identification Card (SF 46) is current.
19. Supervise the operator's maintenance of air defense equipment.
20. Manage the organizational maintenance of air defense equipment.
21. Identify malfunction of air defense system during actual or simulated engagement.
22. Take necessary action to correct malfunction of air defense system during an actual or simulated engagement.
23. Supervise vehicle dispatch.
24. Supervise quality control operations in maintenance.
25. Supervise training on the Army Maintenance Management System (TAMMS).
26. Supervise daily maintenance.
27. Supervise special maintenance procedures in desert and cold weather operations.
28. Supervise operator licensing procedures.
29. Supervise installation, removal, and stowage of equipment.
30. Supervise use of equipment logbooks and collateral maintenance records.
31. Monitor troubleshooting procedures to insure parts are replaced only as needed.
32. Monitor motor stables.
33. Monitor maintenance workload.
34. Monitor utilization of maintenance resources.

35. Inspect forms and records to insure current and accurate recording in accordance with TM 38-750 and pertinent regulations.
36. Inspect performance of operator and crew maintenance.
37. Inspect adequacy of maintenance facilities.
38. Inspect equipment against logbook entries.
39. Insure use of maintenance publications at the organizational level.
40. Insure all unit members are familiar with procedures to follow and the forms necessary in case of an accident.
41. Conduct/Supervise training for maintenance personnel.
42. Evaluate results of maintenance inspections.
43. Recommend maintenance policies and procedures.
44. Recommend improvements of maintenance facilities.
45. Recommend improvements to maintenance program.
46. Supervise unscheduled repairs.
47. Supervise the performance of scheduled services in unit annual (Quarterly) training.
48. Establish unit priorities for scheduled and unscheduled services.
49. Insure vehicles are prepared for scheduled services.
50. Establish priorities for controlled substitution.
51. Establish work request priorities.
52. Plan for peak repair part requirement periods.
53. Supervise the control of organizational tools and test equipment.
54. Supervise proper use of tools/equipment.
55. Supervise recovery and evacuation of equipment.
56. Direct recovery with platoon resources.

57. Supervise the use of recovery expedients
58. Self recover a vehicle.
59. Supervise crew participation in recovery/evacuation of equipment.
60. Prepare a vehicle for towing.
61. Establish recovery and evacuation priorities.
62. Insure equipment is prepared for evacuation.
63. Train unit in vehicle recovery techniques.
64. Coordinate with commander/motor officer on recovery plans.
65. Implement recovery and evacuation plan.

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27. WHEELED VEHICLES/TRACKED VEHICLES

1. Supervise preparation of loading plan for a wheeled vehicle/tracked vehicle.
2. Supervise preparation of wheeled vehicle/tracked vehicle for operation over various types of terrain.
3. Supervise preparation of wheeled vehicle/tracked vehicle for operation under various weather conditions.
4. Supervise preparation of a wheeled vehicle/tracked vehicle for tactical operations.
5. Supervise before/during/after operations checks and services on a wheeled vehicle/tracked vehicle and equipment.
6. Supervise the mounting/attaching of accessories on a wheeled vehicle/tracked vehicle.
7. Inspect loaded/unloaded wheeled vehicle/tracked vehicle according to loading plan.
8. Supervise operation of a wheeled vehicle/tracked vehicle under various weather/light and terrain conditions.
9. Control movement of a convoy of wheeled vehicles/tracked vehicles.
10. Supervise operation of a vehicle while backing with or without a trailer.
11. Extinguish a fire in a wheeled vehicle/tracked vehicle using emergency procedures.
12. Supervise recovery of a wheeled vehicle/tracked vehicle using expedient means.

28. SUPPLY

1. Supervise the acquisition of property, supplies, and repair parts.
2. Supervise use of authorization documents.
3. Inventory property and supplies.
4. Initiate requests for supplies, property, and repair parts.
5. Supervise the distribution or consumption of supplies and parts.
6. Enforce supply economy.
7. Supervise asset control procedures.
8. Identify unserviceable supply items.
9. Supervise the turn-in of unserviceable and repairable items.
10. Supervise preparation and processing of statement of charges.
11. Brief commander on equipment and supply status.
12. Supervise operation of unit arms room.
13. Supervise physical security procedures for all supplies.
14. Supervise the request, receipt, and issue of supplies and equipment.
15. Supervise supply accountability.
16. Inspect storage and maintenance of supplies on hand.
17. Supervise preparation of cash collection vouchers.
18. Determine supply requirements.
19. Determine modes of available transportation to be employed for support of operations.
20. Inspect individual, organizational clothing and equipment records.
21. Select maintenance facilities for adequacy and usability.
22. Supervise safety procedures in handling of class III and V supplies.

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24. Inspect document register.
25. Inspect due-in suspense files.
26. Inspect and supervise PLL operations and maintenance of records.
27. Inspect and supervise preparation and maintenance of miscellaneous supply documents.
28. Supervise collection and disposition of supply excess, salvage, and captured enemy supplies.
29. Recommend use of inventory adjustment report.
30. Supervise preparation and processing of inventory adjustment reports.
31. Supervise self-service supply funds usage.
32. Verify 01-08 priorities.
33. Prepare instructions pertaining to highway regulations, to include circulation (optimizing traffic flow) and traffic control.

29. DINING FACILITY MANAGEMENT

1. Inspect food storage.
2. Inspect food preparation.
3. Inspect for proper sanitation.
4. Inspect the cook's worksheet.
5. Supervise maintenance of mess records and accounts.
6. Supervise the establishment and operation of a field mess.
7. Perform duties as a member of an installation menu board.
8. Advise the commander on site selection for field mess.

30. PERSONNEL

1. Advise superior and others concerning manpower management.
2. Supervise civilian personnel.
3. Establish and operate system of records and reports pertaining to manpower.
4. Prepare personnel gain and loss estimates.
5. Operate a manpower control system using ADP.
6. Allocate bulk personnel replacements in accordance with approved authorizations and priorities.
7. Conduct manpower surveys and recommend allocations.
8. Prepare studies, plans, reports and correspondence on manpower management.
9. Prepare and present manpower briefings.
10. Prepare personnel management policy directives and SOPs.
11. Establish, post and employ a system of personnel records and related files.
12. Coordinate procurement and assignment of military personnel as individuals.
13. Coordinate personnel selection, testing, pay, and career development.
14. Monitor civilian personnel management.
15. Arrange for health and religious services and facilities.
16. Arrange for information and counseling in personal affairs.
17. Inspect mail rooms.

19. Prepare and review records, reports, correspondence, and memoranda pertaining to postal services.
20. Write EERs.
21. Review EERs.
22. Rate EERs.
23. Indorse EERs.
24. Recommend personnel action.
25. Inspect unit journal.
26. Monitor GED program.
27. Coordinate graves registration, funeral arrangements, and survival assistance.
28. Prepare military correspondence.
29. Prepare civilian correspondence.
30. Prepare and maintain duty rosters.
31. Supervise use of duty rosters.
32. Receive and orient newly assigned unit personnel.

31. SPECIAL TECHNIQUES

1. Supervise riot control measures.
2. Supervise loading of ADA unit equipment and vehicles on rail transportation.
3. Supervise preparation of external loads for army aircraft.
4. Supervise unloading army aircraft.
5. Supervise amphibious operations.
6. Supervise arctic operations.
7. Supervise desert operations.
8. Supervise jungle operations.
9. Supervise mountain operations.
10. Supervise unconventional warfare operations.

SOFT SKILL

FUNCTIONAL AREAS

ADA ENLISTED

1. Personal Hygiene
2. Physical Fitness
3. First Aid
4. General Safety
5. Public Relations
6. Unit Administration
7. Leadership
8. Awards and Punishments
9. Dismounted Drill
10. Inspections
11. Land Navigation/Map Reading
12. Escape, Evasion, and Survival
13. Intelligence/Counterintelligence
14. Training Instruction
15. Cover, Concealment, and Camouflage
16. Obstacles, Booby Traps, and Mine Warfare
17. Field Sanitation
18. Demolitions
19. Fire Requests and Adjustment
20. Weapons, Individual and Crew Served

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21. Ammunition
22. Tactical Employment
23. Air Defense Operations
24. NBC
25. Communications
26. Maintenance/Maintenance Management
27. Wheeled Vehicles
28. Supply
29. Dining Facility Management
30. Personnel
31. Special Techniques

1. PERSONAL HYGIENE

- 1. Inspect dress appearance of subordinate personnel.**
- 2. Inspect troop living facilities.**
- 3. Supervise construction of field sanitation facilities.**
- 4. Supervise disposition of garbage, litter, and human waste.**
- 5. Purify water for personal use.**
- 6. Supervise cleanliness of individual mess gear.**
- 7. Supervise preventive measures to control venereal disease.**
- 8. Apply preventive measures to minimize carbon monoxide poisoning.**
- 9. Supervise wearing of protective clothing.**

2. PHYSICAL FITNESS

- 1. Maintain personal physical fitness appropriate to unit's mission.**
- 2. Supervise unit athletic programs.**
- 3. Assist in developing a unit physical fitness program.**
- 4. Teach how to overcome an unarmed opponent.**

3. FIRST AID

1. Evaluate a casualty's breathing and heartbeat.
2. Determine the injuries a casualty has sustained.
3. Clear and maintain the airway of a casualty.
4. Apply first aid measures to a casualty.
5. Determine the sequence for applying first aid measures to a casualty.
6. Stop bleeding of a wound.
7. Protect the wound(s) of a casualty.
8. Administer shock control measures to a casualty.
9. Treat hot/cold/wet weather injuries.
10. Conduct first aid training.
11. Supervise medical evacuation of casualties.
12. Enforce preventive medicine program.
13. Apply first aid measures for electrical shock.
14. Identify poisonous plants.
15. Apply first aid measures for carbon monoxide poisoning.
16. Apply first aid measures for burns.
17. Apply CPR measures.

4. GENERAL SAFETY

- 1. Prepare accident reports.**
- 2. Inspect for safety hazards throughout the unit.**
- 3. Supervise correction of safety hazards throughout the unit.**
- 4. Prepare unit safety SOP.**

5. PUBLIC RELATIONS

- 1. Brief visitors and inspectors on the structure and function of the air defense battery.**

6. UNIT ADMINISTRATION

1. Prepare administrative SOPs and instruction for unit.
2. Prepare and review administrative correspondence, memoranda, and reports.
3. Supervise preparation of recurring reports.
4. Inspect the currency of publication within the unit.
5. Supervise the requisitioning of publications.
6. Administer unit funds.
7. Establish unit suspense system.
8. Review, interpret, and apply directives and information.
9. Prepare daily bulletin or similar publications.
10. Establish and post files of records and regulations.
11. Schedule appointments, conferences, and other such activities.
12. Provide for reproduction and duplication services.
13. Provide for office services and clerical support.
14. Recommend approval/disapproval of leave and pass requests to commander.
15. Maintain duty rosters.
16. Review and annotate promotion eligibility roster.
17. Supervise charge of quarters.
18. Maintain bulletin boards.
19. Receive and route correspondence.
20. Prepare and maintain counseling records.
21. Conduct personnel asset inventory with commander.
22. Prepare/maintain unit alert roster.

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23. Screen Leave and Earnings Statement (LES) for potential pay problems.
24. Prepare and maintain status boards and charts.
25. Supervise/use the Functional Files.
26. Prepare sick slips (DA Form 689).
27. Supervise unit mail clerk/alternate mail clerk.
28. Supervise unit clerk.
29. Log incoming/outgoing correspondence to PAC.
30. Control issue of DD Form 714 Meal Card
31. Prepare after action reports.
32. Prepare EER/SEER reports.
33. Monitor unit crime prevention program.

7. LEADERSHIP

1. Organize resources for mission accomplishment.
2. Accomplish unit goals imposed by higher authority.
3. Assign responsibility to subordinates.
4. Delegate authority to subordinates.
5. Supervise subordinates' job performance.
6. Counsel subordinates on job performance.
7. Counsel subordinates on re-enlistment.
8. Counsel subordinates on personal affairs.
9. Determine agencies which will assist the counselee.
10. Assist subordinates to overcome their performance deficiencies.
11. Influence subordinates' behavior by the use of rewards and punishments.
12. Recognize others for their positive accomplishments.
13. Relate the importance of the subordinates' job to the accomplishment of the unit mission.
14. Establish unit SOPs.
15. Use the chain of command in dealing with superiors, contemporaries, and subordinates.
16. Apply the problem solving process.
17. Identify potential morale or disciplinary problems.
18. Initiate measures to counter disruptive influences and acts.
19. Identify actions to create or improve esprit de corps.
20. Investigate complaints.

21. Establish goals and standards for subordinates.
 22. Evaluate subordinate performance and attitudes.
 23. Communicate objectives and standards to subordinates so that they understand them.
 24. Disseminate information and orders.
 25. Assist men in handling natural fears and avoiding panic.
 26. Provide for the personal security of all soldiers and their possessions.
 27. Supervise personnel management activities.
 28. Recommend classification/reclassification of personnel.
 29. Recommend assignment/reassignment of personnel.
 30. Recommend reduction/promotion of personnel.
 31. Initiate action to relieve incompetent subordinates.
 32. Initiate action to eliminate unfit or unsuitable persons from the service.
 33. Choose proper style of leadership for varying situations.
 34. Supervise Unit Safety Program.
 35. Initiate measures to prevent drug/alcohol abuse in the unit.
 36. Implement the unit Race Relations/Equal Opportunity Program.
 37. Inspect unit sanitation and hygiene status.
 38. Train unit in the application of first aid measures.
 39. Train unit in the application of sanitation.
 40. Monitor personnel state of health.
 41. Enforce wearing protective apparel and devices to prevent injury.
 42. Supervise development of physical fitness training program.

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45. Conform to military customs and courtesies.
46. Participate in military social functions.
47. Use military precedence and protocol.
48. Conduct crewdrill.
49. Conduct garrison inspections.
50. Prepare administrative portions of combat orders.
51. Enforce discipline and report violation to UCMJ.
52. Select men for retaining in MOS skills.

8. AWARDS AND PUNISHMENTS

- 1. Write recommendations for awards.**
- 2. Recommend individuals for punishment under Article 15, UCMJ, or for court-martial.**
- 3. Present individual with warnings of constitutional rights (right to counsel, right against self-incrimination).**
- 4. Conduct searches and seizures.**
- 5. Secure seized evidence.**
- 6. Recommend actions against individuals.**

9. DISMOUNTED DRILL

1. Execute manual of arms with individual weapon.
2. Conduct guard mount.
3. Supervise members of an interior guard.
4. Deliver voice commands.
5. Inspect dismounted troops.
6. Supervise reveille and retreat formations.

10. INSPECTIONS

1. Supervise preparation of facilities and equipment for inspections.
2. Conduct inspection of displayed personnel and organizational clothing and equipment.
3. Conduct an inspection of displayed personnel/equipment/facilities within area of responsibility.

II. LAND NAVIGATION

1. Measure a magnetic azimuth with a compass.
2. Measure an azimuth on a map with a protractor.
3. Compute the back azimuth of an azimuth.
4. Convert a magnetic azimuth to a grid azimuth using the map's declination point.
5. Measure ground distance on a map.
6. Estimate distance while moving on foot from one point to another.
7. Locate a point on the map using the Military Grid Reference System.
8. Locate a point on the ground using the polar coordinate system.
9. Orient a map using the compass.
10. Orient a map by comparing features on the map with those on the ground.
11. Determine own location on the ground by comparing terrain features visible from the location with those shown on the map.
12. Locate an unknown point on a map or on the ground by intersection.
13. Locate an unknown point on a map or on the ground by resection.
14. Locate an unknown point on a map or on the ground using the indirect fire technique (marking rounds).
15. Select a movement route using a map.
16. Navigate from one point on the ground to another with the aid of a compass.
17. Navigate from one point to another with the aid of a topographic map.
18. Navigate from one point on the ground to another with the aid of a pictomap.

19. Navigate from one point on the ground to another using a strip map as a substitute for a topographic map.
20. Navigate from one point on the ground to another using expedient methods to determine direction and distance.
21. Evaluate terrain using an aerial photo as a supplement to a topographic map/pictomap.
22. Determine the elevation of a point on the ground using a map.
23. Determine the degree of slope of terrain using a map.
24. Prepare a map overlay.
25. Prepare a strip map.
26. Prepare a sketch map.
27. Inspect a compass for serviceability.
28. Obtain geographical documents needed for operational purposes.
29. Use an aerial photograph as a map substitute supplement.
30. Determine the scale of an aerial photograph.

12. ESCAPE, EVASION, AND SURVIVAL

1. Lead subordinates in the avoidance of enemy capture or in the escape from enemy capture.
2. Obey the code of conduct.
3. Represent and command subordinate POW's.
4. Traverse enemy controlled territory.
5. Forage for food and water.
6. Resist enemy interrogation, indoctrination, and exploitation if captured.
7. Organize fellow POW's.
8. Plan escape as POW.
9. Construct improvised shelter.
10. Construct expedient weapons.
11. Teach Geneva Convention.

13. INTELLIGENCE/COUNTERINTELLIGENCE

- 1. Plan unit intelligence collection.**
- 2. Supervise the collection of intelligence information.**
- 3. Evaluate the reliability and accuracy of sources and information.**
- 4. Interpret information to provide intelligence.**
- 5. Develop EEI and OIR.**
- 6. Disseminate intelligence.**
- 7. Submit intelligence reports to the BC and to higher headquarters.**
- 8. Employ intelligence information.**
- 9. Evaluate the effects of weather on operations.**
- 10. Evaluate the effects of terrain on operations.**
- 11. Determine avenues of approach.**
- 12. Determine key terrain.**
- 13. Determine fields of fire and observation.**
- 14. Determine obstacles to movement.**
- 15. Evaluate enemy capabilities and probable courses of action.**
- 16. Supervise the handling of POW's.**
- 17. Supervise the handling of captured documents and material.**
- 18. Supervise counterintelligence activities.**
- 19. Write security SOP's.**
- 20. Plan for physical security.**
- 21. Coordinate physical security.**
- 22. Inspect physical security.**

23. Evaluate physical security.
24. Evaluate security controls.
25. Request MI investigations.
26. Safeguard classified information and material.
27. Report actual/suspected compromise of classified material.
28. Interrogate known or suspected enemy personnel for information of immediate tactical value.
29. Identify enemy vehicle, aircraft, and equipment.
30. Maintain an informal situation map.
31. Disseminate challenge and password.
32. Supervise personnel usage of challenge and password.
33. Exchange intelligence information with adjacent and attached units.
34. Enforce noise, light, and litter discipline and techniques.
35. Enforce EW discipline and techniques.
36. Determine azimuth to enemy indirect fire delivery means from shell crater.
37. Identify type of enemy indirect fire by analyzing shell fragments and shell craters.
38. Supervise use of STANO device found within unit.
39. Teach a class on Subversion and Espionage Directed Against the US Army (SAEDA).

14. TRAINING/INSTRUCTION

1. Prepare a class on a specific subject.
2. Use DA training publications.
3. Analyze time and resources available for training.
4. Evaluate unit training requirements.
5. Develop unit training objectives.
6. Arrange for training area, training material, and aids.
7. Prepare unit training schedule.
8. Estimate training ammunition requirements.
9. Prepare unit training directives.
10. Conduct training.
11. Instruct a class.
12. Determine whether or not the training tasks are related to individual proficiency and to unit mission.
13. Assign priorities to performance objectives.
14. Select personnel to present training.
15. Select methods of instruction to be used to accomplish training objectives (conference, lecture, demonstration, practical exercise, peer instruction, etc.).
16. Select the media for training (film, tape, E.T.V., etc.).
17. Determine the instructional materials, publications, equipment, supplies, devices, and training aids needed to support training.
18. Develop training tests.
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19. Administer training tests.
20. Develop remedial training.
21. Supervise an on-the-job training program.
22. Determine whether or not units are meeting training standards.
23. Identify tasks which require additional training.
24. Critique performance of individual/unit training.
25. Supervise the planning and conduct of field exercises.
26. Supervise the conduct of training.
27. Advise superior concerning training.
28. Supervise development of lesson plans.
29. Plan and conduct an inspection of personnel/equipment/facilities within area of responsibility.
30. Monitor, inspect, and evaluate training performance.
31. Review Personnel Record.

15. COVER, CONCEALMENT, AND CAMOUFLAGE

1. Select battlefield positions that afford cover and concealment.
2. Supervise camouflage of equipment and supplies.
3. Supervise camouflage of individuals.
4. Supervise camouflage of weapons.
5. Supervise camouflage of positions.
6. Enforce camouflage discipline.
7. Supervise construction of individual fighting positions.
8. Supervise construction of bunkers.
9. Supervise construction of crew-served weapon positions.
10. Enforce concealment during movement by weather and light conditions.
11. Enforce concealment during movement through route selection.
12. Supervise the removing or concealing of track, tire, and foot impressions.
13. Supervise construction of decoys.

16. OBSTACLES, BOOBY TRAPS, AND MINE WARFARE

1. Supervise installation of a Claymore mine.
2. Supervise firing of a Claymore mine using a detonator.
3. Supervise recovery of Claymore mines.
4. Supervise locating mines by probing.
5. Mark enemy mine fields and booby traps.
6. Supervise the search of an area for mines and booby traps.
7. Mark the locations of dud munitions.
8. Obtain support to deactivate munitions.
9. Plan wire obstacles.
10. Supervise construction of wire obstacles.
11. Request items for construction of booby traps.
12. Supervise recovery of wire obstacles.
13. Analyze maps and map substitutes for natural obstacles.

17. FIELD SANITATION

- 1. Supervise program for protective measures against diseases.**
- 2. Supervise waste disposal:**
 - a. Select sanitary disposal methods.**
 - b. Select latrine sites.**
 - c. Inspect latrine maintenance.**
- 3. Supervise the establishment of dining equipment washing facilities.**

8. DEMOLITIONS

1. Apply safety procedures when handling demolitions and demolition accessories.
2. Supervise the storage of demolitions and accessories.
3. Inspect demolitions and accessories.
4. Supervise the disposing of demolitions and accessories.
5. Supervise the destruction of equipment with explosives to prevent enemy capture.

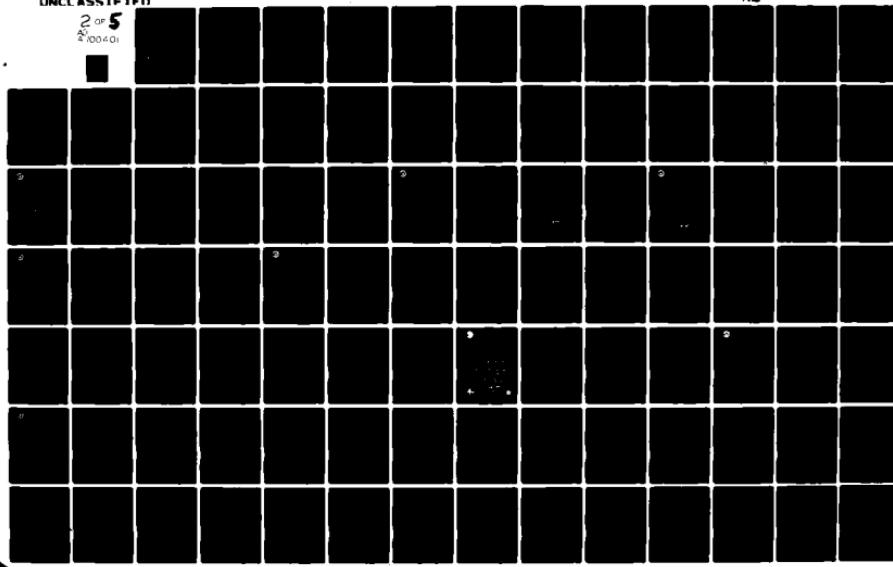
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19. FIRE REQUEST AND ADJUSTMENT

- 1. Establish communication with agency controlling/coordinating indirect/aerial fire support.**
- 2. Locate a target for attack by indirect/aerial fires.**
- 3. Issue a call for fire to an indirect/aerial fire support agency.**
- 4. Adjust indirect fire using the bracketing method.**
- 5. Adjust indirect fire using the creeping method.**
- 6. Adjust illuminating shells delivered by indirect/aerial fire support.**
- 7. Adjust serial delivered fires.**
- 8. Identify friendly locations to facilitate the attack of targets by indirect/aerial fires.**
- 9. Terminate an indirect/aerial fire mission.**
- 10. Plan suppressive fires.**
- 11. Prepare fire request.**
- 12. Coordinate organic/supporting fires.**

20. WEAPONS

1. M16A1 Rifle

- a. Use and supervise the use of the M16A1 rifle with the M203 grenade launcher.
- b. Describe the function of the weapon.
- c. Supervise assembly and disassembly of the weapon.
- d. Inspect the weapon.
- e. Perform maintenance on the weapon.
- f. Identify and supervise correction of malfunction of M16A1 and M203.

2. M60 Machine Gun

- a. Use and supervise the use of the M60 machine gun.
- b. Describe the function of the weapon.
- c. Supervise assembly and disassembly of the weapon.
- d. Inspect the weapon.
- e. Perform maintenance on the weapon.
- f. Identify and supervise correction of malfunction of M60 machine gun.

3. .50 Caliber Machine Gun

- a. Describe the function of the weapon.
- b. Supervise assembly and disassembly of the weapon.
- c. Use and supervise the use of the .50 caliber machine gun.
- d. Inspect the weapon (include check of the head-space and timing).
- e. Perform maintenance on the weapon.

4. .45 Caliber Pistol

- a. Describe the function of the weapon.
- b. Supervise the assembly and disassembly of the weapon.
- c. Inspect the weapon.
- d. Perform maintenance of the weapon.
- e. Identify and supervise correction of malfunction of .45 caliber pistol.

5. M203 Grenade Launcher

- a. Describe the function of the weapon.
- b. Supervise assembly and disassembly of the weapon.
- c. Inspect the weapon.
- d. Perform maintenance on the weapon.
- e. Identify and supervise correction of malfunction of M203 grenade launcher.

6. M72 Light Anti-Tank Weapon (LAW)

- a. Describe the function of the weapon.
- b. Inspect the weapon.
- c. Perform maintenance on the weapon.
- d. Identify and supervise correction of malfunction of M72 (LAW).

7. .45 Caliber Submachine Gun

- a. Describe the function of the weapon.
- b. Inspect the weapon.
- c. Perform maintenance on the weapon.
- d. Identify and supervise correction of malfunction of ,45 caliber

8. Supervise the use and maintenance of the bayonet.
9. Conduct marksmanship or familiarization training for all small arm or crew-served weapons authorized in the unit.
10. Supervise destruction of all small arms and crew-served weapons to prevent enemy use.
11. Supervise the storage of hand grenades.
12. Engage and supervise engagement of the enemy with hand grenades.
13. Use and supervise use of smoke grenades.
14. Destroy and supervise destruction of equipment/supplies with hand grenades to prevent enemy use.
15. Conduct hand grenade training.

21. AMMUNITION

1. Supervise transportation of small arms or air defense ammunitions.
2. Supervise storage of small arms or air defense ammunitions.
3. Supervise handling of small arms or air defense ammunitions.
4. Arrange for ammunition resupply.
5. Enforce safety requirements for handling small arms or air defense ammunitions.

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22. TACTICAL EMPLOYMENT

1. Analyze operations order from higher headquarters as it relates to the unit.
2. Analyze an operations overlay for tactical operations.
3. Develop organization for offensive operations.
4. Develop organization for defensive operations.
5. Analyze the defensive situation (make an estimate of the situation).
6. Develop counterambush plans.
7. Coordinate unit defense plans with adjacent units.
8. Conduct rehearsal of planned operations.
9. Reorganize defensive position after enemy attack.
10. Supervise engagement of enemy aircraft with non-air defense weapons.
11. Take passive measures to prevent detection by enemy aircraft.
12. Select offensive tactic to accomplish the mission.
13. Prepare a fragmentary order for an offensive operation.
14. Draw graphic control measures for offensive operations.
15. Plan defensive operation or perimeter defense.
16. Prepare a fragmentary order for a defensive operation.
17. Organize assets for an area defense within:
 - a. Security area.
 - b. Forward defense area.
 - c. Reserve area.
18. Draw graphic control measures for defensive operations.

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19. Select location of combat outpost.
20. Select the size force to occupy the COP.
21. Plan artillery fire support for offensive and defensive operations.
22. Prepare a platoon fire plan.
23. Issue a warning order for an impending tactical operation.
24. Select a bivouac area.
25. Supervise the security of a bivouac area.
26. Supervise the security of work site.
27. Supervise reorganization as infantry.
28. Enforce passive security measures.
29. Conduct patrolling operations.
30. Conduct RSOP.
31. Recognize and identify vehicles found in enemy's echelons.
32. Analyze battlefield for possible enemy targets.
33. Coordinate march planning.
34. Determine scheme of maneuver.
35. Recommend tactical employment of unit and supporting assets.
36. Conduct critiques of tactical operations.
37. Prepare defensive fire plan.
38. Conduct operations in special environments (i.e., built-up areas, jungle, etc.).

23. AIR DEFENSE OPERATIONS

1. Submit equipment status reports to higher headquarters (AADCP, BOC, Bn S3).
2. Supervise the operation of air defense equipment.
3. Supervise air defense system crew training.
4. Supervise visual aircraft recognition training.
5. Submit operational reports to higher headquarters.
6. Supervise destruction of ADA equipment to prevent enemy use.
7. Perform necessary action when a change in DEFCON or air defense emergency is received.
8. Identify the three air defense warnings.
9. Apply ADA rules of engagement in a tactical situation.
10. Apply ADA methods of control.
11. Apply ADA control measure to an actual or simulated engagement.
12. Apply GEOREF system as used by ADA units.
13. Prepare/apply unit tactical SOP during actual or simulated engagements.
14. Identify all "specified" and "implied" tasks for the mission.
15. Update unit requirements as necessary.
16. Analyze friendly situation in area of operations.
17. Analyze opposing courses of action to determine advantages of each.
18. Compare own courses of action in terms of advantages.
19. Recommend best courses of action and scheme of maneuver to commander for unit operation.
20. Prepare operations estimate.
21. Prepare Operations Plan/Order

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22. Prepare Warning Order.
23. Plan tactical security for unit movements.
24. Supervise/prepare loading plan for element/unit.
25. Prepare situation reports.
26. Use situation map.
27. Post situation map.
28. Prepare spot reports.
29. Analyze spot reports.
30. Receive spot reports.
31. Prepare briefings.
32. Present briefings.

24. NBC

1. Recognize NBC alarms.
2. Supervise wearing of protective mask (w/accessories).
3. Recognize CBR hazards.
4. Supervise wearing of protective clothing.
5. Perform self decontamination.
6. Perform first aid on chemical and biological casualties.
7. Recognize NATO CBR markers.
8. Prepare the unit for nuclear attack.
9. Train the unit in techniques of NBC defense.
10. Identify chemical and biological agents by their effects.
11. Supervise NBC hazard detection.
12. Supervise unit operations and activities in contaminated areas.
13. Supervise decontamination of personnel.
14. Supervise equipment decontamination.
15. Supervise delineation of areas of CBR contamination.
16. Use the Nuclear Detonation and Reporting System.
17. Prepare unit NBC SOP.
18. Supervise NBC equipment maintenance.
19. Explain to subordinates the consideration and concepts of US employment of NBC weapons.
20. Predict and recognize nuclear effects on targets of various types.
21. Supervise decontamination of supplies.
22. Supervise the protection of food and personal equipment from NBC agents.

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23. Supervise the protection of a vehicle interior from NBC agents.
24. Seek cover as protection against NBC agents.
25. Direct unmasking procedures.
26. Supervise the marking of areas contaminated by NBC agents.
27. Prepare NBC reports.
28. Supervise/conduct radiological monitoring and survey operations.
29. Prepare and disseminate radiological fallout predictions for planned friendly nuclear detonations.

25. COMMUNICATIONS

1. Use tactical radio equipment.
2. Use field telephone.
3. Monitor construction of field expedient antennas.
4. Monitor the operation of a radio relay site.
5. Use tactical wire equipment.
6. Prepare and use a unit communications SOP.
7. Enforce the use of Communications-Electronics Security Instructions (CESI).
8. Enforce the use of Communications-Electronics Operating Instructions.
9. Establish the security of CEOI/CESI and related classified documents.
10. Evaluate information to determine security classification prior to communication.
11. Enforce the use of proper radio-telephone procedures:
 - a. Authentication procedures.
 - b. Numerical, authentication and brevity codes.
 - c. Communications discipline.
 - d. Prowords, phonetic alphabet.
12. Recognize enemy jamming and deception.
13. Execute countermeasures against enemy jamming.
14. Monitor erection and dismantling of RC 292 antenna.
15. Supervise operation of a radio net control station.
16. Enter radio communications net.
17. Leave radio communications net.

18. Supervise destruction of communications equipment to prevent enemy use.
 19. Prepare reports concerning communications matters.
 20. Coordinate CE requirements with CE officer.
 21. Maintain CE equipment and auxiliary generators.
 22. Inspect communications operations and equipment to prevent enemy use.
 23. Establish training programs in communications security for the unit.
 24. Establish training programs in communications operations for the unit.
 25. Operate AM radios.
 26. Operate FM radios.
7. Install appropriate antenna system for AM and FM radios.
28. Design a tactical wire communications system for a platoon or a battery.
 29. Establish wire communications for a platoon or battery.
 30. Operate in a wire communications net.
 31. Perform as a radio Net Control Station (NCS).
 32. Enter unfamiliar nets using Item Number Identifiers to identify his station.
 33. Use authorized Communications Security (COMSEC) devices.
 34. Use the challenge and reply authentication system.
 35. Use the transmission authentication system.
 36. Use radio equipment in an Electronic Warfare (EW) environment.
 37. Recognize when Electronic Counter-Measures (ECM) are being used against you.
 38. Take appropriate remedial actions after determining that your station

39. Use appropriate preventive measure against Electronic Security Measures (ESM) and Electronic Counter-Measures (ECM).
40. Use the required circuits and systems to operate in an automatic communications system.
41. Use the required radio nets and equipment to operate in the manual communications system.

26. MAINTENANCE/MAINTENANCE MANAGEMENT

1. Supervise the use of equipment operation records, i.e.:
 - a. Equipment Utilization Records (DA Form 2400).
 - b. Organization Control Record for Equipment (DA Form 2401).
 - c. Equipment Inspection and Maintenance Worksheet (DA Form 2404).
 2. Supervise the use of equipment historical records, i.e.:
 - a. Equipment Daily or Monthly Log (DA Form 2408-1).
 - b. Equipment Modification Records (DA Form 2408-5).
 - c. Equipment Transfer Report (DA Form 2408-7).
 - d. Equipment Accept and Registration Record (DA Form 2408-8).
 - e. Equipment Component Register (DA Form 2408-10).
 - f. Uncorrected Fault Record (DA Form 2408-14).
 - g. Preventive Maintenance Schedule and Record (DD Form 314).
 3. Supervise battery maintenance programs:
 - a. Control motor pool flow.
 - b. Control tool room facilities.
 - c. Control cannibalization.
 - d. Supervise the performance of ESC inspections on reportable equipment.
 4. Supervise the maintenance of prescribed load list (PLL).
 5. Supervise preventive maintenance on organizational and individual equipment, i.e.:
 - a. Wheeled and tracked.
 - b. Generators.
 - c. Air defense systems equipment.
- Y09

- e. NBC equipment.
 - f. Individual equipment.
 - g. Canvas items.
 - h. Mess equipment.
 - i. Individual/crew-served weapons.
 - j. Fuel stoves and lanterns.
 - k. Fire extinguishers.
 - l. Battery power devices (flashlights, etc.).
 - m. Common hand tools (including pioneer tools).
6. Supervise the preparation of requests for issue/turn-in (DA Form 2765).
 7. Submit equipment improvement recommendation on a DA Form 2407 (Maintenance Request).
 8. Request maintenance support.
 9. Establish priorities for general maintenance.
 10. Spot check operator/crew maintenance under supervision of unit maintenance personnel.
 11. Supervise scheduled preventive maintenance under supervision of unit maintenance personnel.
 12. Supervise repair of equipment using field expedients.
 13. Supervise and inspect storage of fuels, cleaning materials, lubricants, and paint.
 14. Supervise shop operations for maintenance facility.
 15. Supervise marking of military vehicles and equipment.
 16. Select, train, and test vehicle drivers.

17. Insure that each equipment Operator Qualification Record (DA Form 348) and United States Government Motor Vehicle Operator's Identification Card (SF 46) is current.
18. Supervise the operator's maintenance of air defense equipment.
19. Manage the organizational maintenance of air defense equipment.
20. Identify malfunction of air defense system during actual or simulated engagement.
21. Take necessary action to correct malfunction of air defense system during an actual or simulated engagement.
22. Supervise vehicle dispatch.
23. Supervise quality control operations in maintenance.
24. Supervise training on the Army Maintenance Management System (TAMMS).
25. Supervise daily maintenance.
26. Supervise special maintenance procedures in desert and cold weather operations.
27. Supervise operator licensing procedures.
28. Supervise installation, removal, and stowage of equipment.
29. Supervise use of equipment logbooks and collateral maintenance records.
30. Monitor troubleshooting procedures to insure parts are replaced only as needed.
31. Monitor motor stables.
32. Monitor maintenance workload.
33. Monitor utilization of maintenance resources.
34. Inspect forms and records to insure current and accurate recording in accordance with TM 38-750 and pertinent regulations.

35. Inspect performance of operator and crew maintenance.
36. Inspect adequacy of maintenance facilities.
37. Inspect equipment against logbook entries.
38. Insure use of maintenance publications at the organizational level.
39. Insure all unit members are familiar with procedures to follow and the forms necessary in case of an accident.
40. Conduct/supervise training for maintenance personnel.
41. Evaluate results of maintenance inspections.
42. Recommend maintenance policies and procedures.
43. Recommend improvements of maintenance facilities.
44. Recommend improvements to maintenance program.
45. Supervise unscheduled repairs.
46. Supervise the performance of scheduled services in unit annual (Quarterly) training.
47. Establish unit priorities for scheduled and unscheduled services.
48. Insure vehicles are prepared for scheduled services.
49. Establish priorities for controlled substitution.
50. Establish work request priorities.
51. Plan for peak repair part requirement periods.
52. Supervise the control of organizational tools and test equipment.
53. Supervise proper use of tools/equipment.
54. Supervise recovery and evacuation of equipment.
55. Direct recovery with platoon resources.
56. Supervise the use of recovery expedients.

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67 814 1000 1000

58. Supervise crew participation in recovery/evacuation of equipment.
59. Prepare a vehicle for towing.
60. Establish recovery and evacuation priorities.
61. Insure equipment is prepared for evacuation.
62. Train unit in vehicle recovery techniques.
63. Coordinate with commander/motor officer on recovery plans.
64. Implement recovery and evacuation plan.

27. WHEELED VEHICLES

1. Supervise preparation of loading plan for a wheeled vehicle.
2. Supervise preparation of wheeled vehicle for operation over various types of terrain.
3. Supervise preparation of wheeled vehicle for operation under various weather conditions.
4. Supervise preparation of a wheeled vehicle for tactical operations.
5. Supervise before/during/after operations checks and services on a wheeled vehicle and equipment.
6. Supervise the mounting/attaching of accessories on a wheeled vehicle.
7. Inspect loaded/unloaded wheeled vehicle according to loading plan.
8. Supervise operation of a wheeled vehicle under various weather/light and terrain conditions.
9. Control movement of a convoy of wheeled vehicles.
10. Supervise operation of a vehicle while backing with or without a trailer.
11. Extinguish a fire in a wheeled vehicle using emergency procedures.
12. Supervise recovery of a wheeled vehicle using expedient means.
13. Supervise destruction of a wheeled vehicle to prevent enemy use.
14. Escape from a disabled vehicle.
15. Operate vehicle under enemy missile threat.

28. SUPPLY

1. Supervise the acquisition of property, supplies, and repair parts.
2. Supervise use of authorization documents.
3. Inventory property and supplies.
4. Initiate requests for supplies, property, and repair parts.
5. Initiate request for turn-in of supplies, property, and repair parts.
6. Supervise the distribution of consumption of supplies and parts.
7. Maintain unit property book.
8. Obtain relief from property responsibility.
9. Enforce supply economy.
10. Supervise asset control procedures.
11. Identify unserviceable supply items.
12. Supervise the turn-in of unserviceable and repairable items.
13. Recommend statement of charges.
14. Brief commander on equipment and supply status.
15. Supervise physical security procedures for all supplies.
16. Direct property sub-hand receipts to users.
17. Maintain hand receipts.
18. Monitor hand receipt balance adjustments.
19. Inspect storage and maintenance of supplies on hand.
20. Sign for unit property.
21. Determine modes of available transportation to be employed for support of operations.
- 115 22. Select maintenance facilities for adequacy and useability.

24. Inspect and supervise PLL operations and maintenance of records.
25. Supervise self-service supply funds usage.
26. Verify 01-08 priorities.

29. DINING FACILITY MANAGEMENT

1. Inspect for proper sanitation.
2. Supervise maintenance of mess records and accounts.
3. Supervise the establishment and operation of a field mess.
4. Advise the commander on site selection for field mess.

30. PERSONNEL

1. Advise superior and others concerning manpower management.
2. Supervise civilian personnel.
3. Establish and operate system of records and reports pertaining to manpower.
4. Prepare personnel gain and loss estimates.
5. Arrange for information and counseling in personal affairs.
6. Inspect mail rooms.
7. Establish and operate locator services.
8. Write EERs.
9. Rate EERs.
10. Indorse EERs.
11. Recommend personnel action.
12. Inspect unit journal.
13. Monitor GED program.
14. Coordinate graves registration, funeral arrangements, and survival assistance.
15. Prepare military correspondence.
16. Prepare civilian correspondence.
17. Prepare and maintain duty rosters.
18. Supervise use of duty rosters.
19. Receive and orient newly assigned unit personnel.

31. SPECIAL TECHNIQUES

1. Supervise riot control measures.
2. Supervise loading of ADA unit equipment and vehicles on rail transportation.
3. Supervise preparation of external loads for army aircraft.
4. Supervise unloading army aircraft.
5. Supervise amphibious operations.
6. Supervise arctic operations.
7. Supervise desert operations.
8. Supervise jungle operations.
9. Supervise mountain operations.
10. Supervise unconventional warfare operations.

E

AVIATION

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DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY AVIATION CENTER AND FORT RUCKER
FORT RUCKER, ALABAMA 36362

ATZQ-TD-TAD-TA

4 JUN 1979

SUBJECT: Soft Skills Report

Commander
US Army Training and Doctrine Command
ATTN: ATTNG-TDI-ORA
Ft Monroe, VA 23351

1. Reference message, Director of Training Developments Institute, ATTNG-TDI-ORA, 011600Z May 79, subject: Soft Skill Areas RCS Number ATTNG-OT63.
2. Attached at Incl 1 are notional examples of soft skills for which USAAVNC is responsible.

FOR THE COMMANDER:

1 Incl
as

Morgan E. Powell
MORGAN E. POWELL, DAC
Assistant Adjutant General

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Aviation Center Proponent

OFFICER SOFT SKILLS

A. Flight Supervisory & Flight Operations Tasks

1. Enforce safety standards
2. Conduct briefing on flying standardization
3. Plan/direct dispersal of aircraft
4. Evaluate unit ARTEM training
5. Plan airfield/heliport development
6. Plan for aircraft security after emergency landing
7. Coordinate search and rescue operations

B. Aviation Safety & Accident Tasks

1. Coordinate and prepare the preaccident plan
2. Prepare aircraft safety SOP
3. Prepare aircraft safety/accident investigation SOP
4. Serve as member of aircraft accident investigation board
5. Summarize unit aircraft accident statistics
6. Survey runways, taxiways, ramps, and tactical sites for safety hazards
7. Perform as a member of unit aviation safety council

C. Perform Maintenance Duties

1. Implement aircraft/equipment maintenance directives
2. Evaluate/analyze aircraft maintenance records/reports
3. Evaluate supply management of aircraft repair parts
4. Direct aircraft maintenance scheduling
5. Direct aircraft maintenance safety procedures
6. Plan aircraft preventive maintenance program

D. Perform Tactical Duties

1. Plan rescue and recovery missions
2. Plan for the employment of scout helicopters
3. Plan for the employment of cargo helicopters
4. Plan for the employment of attack helicopters
5. Plan for the employment of utility helicopters

ENLISTED SOFT SKILLS

A. Air Traffic Control Procedures

1. Apply separation between arriving and departing aircraft (VFR Tower)
2. Assign aircraft headings to provide the most expeditious route of flight

3. Decide to provide or not provide additional services
4. Apply radar separation between arriving and departing aircraft
5. Observe weather and determine its possible affect to aircraft
6. Determine the correct emergency assistance required
7. Perform as shift supervisor during high density operations (tower and radar)

B. Air Traffic Control Training

1. The ability to determine when a controller is ready for position qualification
2. Determine the type and amount of training that newly assigned personnel require in order to become facility rated

C. Air Traffic Control Equipment

1. Tune radar set AN/TPN-18
2. Select the best operational site for ATC equipment
 - a. AN/TSQ-70
 - b. AN/TSQ-71
 - c. AN/TSQ-97
 - d. AN/TRN-30
3. Plan for the employment of tactical ATC equipment

4. Direct personnel in the siting of ATC equipment

5. Enforce safety standards

D. Supervisory

1. Determine if the ATC facility or personnel have contributed to an aircraft accident

2. Plan/write airfield operations SOP

3. Plan/write ATC facility SOP

F

CHAPLAIN



DEPARTMENT OF THE ARMY
HEADQUARTERS US ARMY CHAPLAIN CENTER AND SCHOOL
FORT WADSWORTH, STATEN ISLAND, NEW YORK 10305

ATSC-DTD-STS

29 May 1979

SUBJECT: Soft Skills Areas, RCS Number ATTMG-OP63

Director
Training Development Institute
ATTN: ATTMG-TDI-ORA
Fort Monroe, VA 23651

1. Reference your msg, SAB, DTG 011600Z May 79.
2. The following is a list of soft skills which have been analysed out by USACNSC.
 - a. Developing Rapport
 - (1) with counsellors
 - (2) with commanders
 - (3) with fellow chaplains of different faiths
 - b. Cultivates Oral Articulateness
 - (1) in preaching
 - (2) in teaching
 - (3) in military briefings
 - c. Collaborates
 - (1) with military leadership
 - (2) with colleagues
 - (3) with chapel team
 - d. Seeks and provides consultation
 - e. Represents
 - (1) other chaplains to the command
 - (2) the religious needs to the command

ATTC-DID-JRS

SUBJECT: Soft Skills Areas, NOS Number ATTCG-0363

29 May 1979

- f. Negotiates
 - (1) in marriage counseling
 - (2) for total religious coverage
- g. Recruits and enlists volunteers for chapel programs.
- h. Surveys, analyses, and evaluates
 - (1) parish needs
 - (2) community religious needs
- i. Persuades and influences leadership to humanize the system.
- j. Confronts
 - (1) the drug and alcohol abuser
 - (2) in counseling
 - (3) in consultation
- k. Designs procedures
 - (1) for counseling
 - (2) for consultation
 - (3) for religious coverage
- l. Classifies
 - (1) religious problems
 - (2) moral problems
 - (3) morale problems
- m. Gathers information by studying/reading/surveying/researching
- n. Ability to conceptualise
- o. Creates programs, worship settings
- p. Designs aesthetic religious/cultural events
- q. Resolves conflict
- r. Evaluates
- s. Delegates
- t. Directs

ATSC-DTD-ETS

SUBJECT: Soft Skills Areas, MCN Number ATMC-0763

29 May 1979

u. Motivates

v. Integrates

w. Supervises

- (1) controls subordinates
- (2) facilitates subordinate development

x. Counseling skills

- (1) listening/observing
- (2) reflecting
- (3) communicating
- (4) diagnosing
- (5) develops strategies
- (6) employs tactics
- (7) times interventions
- (8) creates therapeutic tension
- (9) manages regression
- (10) confronting
- (11) supporting
- (12) developing therapeutic alliance
- (13) setting goals
- (14) referring
- (15) maintaining confidences
- (16) handles transference
- (17) terminates/provides closure

3. Point of contact for this requirement is Chaplain (MAJ) Herman Kaiser, Jr.
AUTOVON 938-1630 extension 770/672.

FOR THE COMMANDANT:

Herman Kaiser, Jr.
Herman Kaiser, Jr.
CPT, AGO
Adjutant

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G

COMMAND & GENERAL
STAFF COLLEGE



DEPARTMENT OF THE ARMY
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66021

ATZLSW-DECA-CDE

18 June 1979

SUBJECT: Soft Skills Areas

Director Training Development Institute
ATTNG-TDI-ORA (ATTN: CPT Begland)
Ft Monroe, VA 23651

1. Reference TDI msg 011600Z May 79 Subject: Soft Skills Areas RCS Number ATTNG-OT63.
2. Attached at inclosure 1 is a listing of all core courses offered at CGSC. This list has been annotated to show which of those courses teach "soft skills." Inclosure 2 is a printout of core course learning objectives. Examples of learning objectives in soft skill areas have been highlighted. This should provide an adequate appraisal of what CGSC considers "soft skills" at this time.
3. The Army Research Institute is currently conducting a study on soft skills within the CGSC curriculum which will be completed later this summer. CGSC will provide TDI a copy of the study report.
4. CGSC is concerned with the intent of referenced message. Is it necessary to draw a distinction between "hard" and "soft" skills? Although a distinction can be made, it does not change the need to train and educate for such skills. It may be more difficult to quantify soft skills in the task-condition-standard format, but it is our contention that it can be done, and done well. We believe effort should be directed towards developing guidelines for quantifying all types of skills in the task-condition-standard format, if in fact this is a problem area. We have found that the problem is not whether a soft skill can be quantified, but the amount of time and effort required to quantify it.
5. POC at CGSC is LT Bell, AV 552-4295.

2 Incl
as

Wayne D. Head
WAYNE D. HEAD
Colonel, Infantry
Director, Education & Curriculum Affairs

Highlight indicates a course that teaches "soft skills"

Staff Operations

- P111 Commander & Staff
- P112 Soviet Tactics
- P155 Tactical Cmd & Control Exercise
- P156 Nuclear, Biological & Chemical Ops
- P157 Electronic Warfare

Management

- P211 Computer Terminal Operations
- P212 Management & Force Development

Tactics

- P311 Combined Arms Fundamentals
- P312 Intro to Offensive Operations
- P313 Forward Deployed Force Operations
- P314 Offensive Operations
- P392 TEWT (Tactical Exercise Without Troops)

Combat Service Support

- P411 Fundamentals of CSS-I
- P412 Fundamentals of CSS-II
- P413 Contingency Force Planning
- P421 Logistics Readiness
- P431 Logistics Prospectives

Strategic Studies

- P511 Intro to Strategy
- P512 Strategic Environment
- P513 USSR & PRC, Policies, Postures, and Issues
- P514 Current US Policy, Posture, and Issues
- P551 National Security Decisionmaking

Applied Military History

- P611 American Heritage
- P612 Historical Precedents
- P613 Evolution of 20th Century Tactics
- P614 Evolution of US Military Posture

Joint, Combined, and Special Operations

- P753 Regional Assessments
- P755 NATO Planning & Operations
- P756 Theater Operations - Coalition Warfare
- P771 Low-Intensity Conflict

Incl 1

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The Profession of Arms

- P917 Public Affairs
- P921 Personnel Management Systems
- P922 Organizational Effectiveness
- P931 The Chain of Command
- P951 Military Law
- P952 Military Ethics
- P953 Background of the American Soldier
- P971 Training Management

H

DEFENSE INFORMATION

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DEFENSE INFORMATION SCHOOL
FORT BENJAMIN HARRISON
INDIANAPOLIS, INDIANA 46216

ATSX-AC-TD

21 May 1979.

SUBJECT: Soft Skill Areas RCS Number ATTNG-OT63

Director, Training Developments Institute
ATTN: ATTNG-TDI-ORA
Fort Monroe, VA 23651

1. Reference message, Dir, TDI, 011600Z May 79, subject as above.
2. The Defense Information School (DINFOS) has proponency for MOS 71Q (Journalist), 71R (Broadcast Journalist), and Officer Specialty 46 (Public Affairs Officer). Most of the tasks which comprise these specialties do not easily lend themselves to the job task analysis procedures ascribed by TRADOC. They fall into the learning domain of intellectual skills and cognitive strategies and are not easily broken down into performance steps. They must be analyzed to identify required capabilities, not procedures.
3. 71Q Functional Categories and Representative Tasks
 - a. News Writing
 - Write a straight news story
 - Copy edit material for publication/ideas
 - b. Newspaper Production
 - Layout and design a newspaper
 - Prepare a publication contract
 - c. Photojournalism
 - Plan photographic coverage
 - Shoot with a 35mm SLR camera

ATSX-AC-TD
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21 May 1979

d. Command Information

- Plan a command information program

e. Media and Community Relations

- Plan an installation tour for visitors
- Answer a query from news media representative

f. Personnel Management

- Personal and career counseling
- Develop, establish, conduct an OJT program

4. 71R Functional Areas and Representative Tasks

a. Broadcast Writing

- Write Radio/TV news copy
- Write Radio/TV feature

b. Radio Production

- Produce a radio spot
- Announce a radio musical program

c. TV Production

- Direct a TV program
- Produce a TV special event program

d. Training

- Develop, establish, conduct an OJT program

e. Broadcast Management

- Ascertain community needs for broadcast planning
- Prepare a plan for the management of broadcast traffic and continuity

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5. Although we have not fully examined the Officer 46 Specialty, many tasks will fall into the intellectual domain.

- a. Counseling
- b. Management
- c. Serving on Commander's personal staff
- d. Community Relations
- e. Command Information
- f. Media Relations
- g. Public Information

6. DINFOS POC for future inquiries and participation is Ms. Mickey Gan, GS-11, AV 699-4453.

FOR THE COMMANDANT:

T.C. Moore
T. C. MOORE
MAJ, AGC
Adjutant

I

DEFENSE LANGUAGE INSTITUTE



DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
OFFICE OF THE COMMANDANT
PREMISIO OF MONTEREY, CALIFORNIA 93940

23 MAY 1979

REPLY TO
ATTENTION OF: ATFL-TD-JS

SUBJECT: Soft Skill Areas

Commander
TRADOC
ATTN: ATTNG-TDI-ORA
Fort Monroe, VA 23651

1. In response to TRADOC Msg ATTNG-TDI-ORA, dated 011600Z May 79, subject as above, the following comments are provided concerning training at DLIFLC.

a. The Defense Language Institute Foreign Language Center (DLIFLC), while not a proponent school for Defense Occupational Specialties (DOS) (DOS includes; MOS, AFSC, NECC), nevertheless has as its mission the training of DOD personnel (officers, warrant officers, enlisted men and civilians) in language skills in support of DOS requirements. This training is conducted in some thirty languages and develops supportive language skills for in excess of 300 DOS, as well as providing training in certain foreign language skills for civilian employees of other Federal Agencies. Additionally, training personnel to conduct instruction in foreign languages is part of the mission of DLIFLC. All DLIFLC training falls into the category of soft skills.

b. Another dimension to the problem of soft skill development in the area of teaching and learning foreign languages is the fact that there are actually three levels of hierarchy involved. All three levels involve the use of soft skills. As an example, consider the Interrogator (MOS 96C). One of the 96C job performance requirements (JPR) is INTERPRETING. This portion of the job performance is a "soft skill." At DLIFLC, in anticipation of this JPR, our training develops specific language skills such as ORAL TRANSLATION/INTERPRETATION: "ENGLISH TO TARGET LANGUAGE AND TARGET LANGUAGE TO ENGLISH," which equip our students with an "enabling skill," that with proper OJT can develop into the job-skill, "INTERPRETING."

ATFL-TD-JS

23 MAY 1978

SUBJECT: Soft Skill Areas

It should be noted, however, that underneath these two levels there is a third level, the development of "pure" language competencies as prerequisites to the development of (oral) translation skills. Developing these competencies requires all the traditional learning activities involved in the acquisition of a foreign language (at a specific level of competency). These competencies include sound discrimination, sound production, discrimination of structural elements, application of grammar rules, etc. The important point is that all three levels (job task, enabling skills and language learning activities) involve training in soft skills, although at different levels of complexity and competency. In addition to language training conducted in support of DOS, DLIFLC is responsible for the development of training materials for and conduct of Headstart and Gateway courses at DLIFLC. DLIFLC is also responsible for exercising technical control over nonresident foreign language programs, including the provision of technical recommendations and assistance to field commanders as appropriate. Headstart courses are designed to satisfy routine language needs encountered in the host country and develop a positive attitude toward the host nation. Gateway courses are designed to enable the student to produce and comprehend the language necessary to meet elementary work and social requirements as well as provide the foundation for specialized, job related blocks of instruction.

2. Task lists for the various types of foreign language training are provided in Inclosures 1 and 2.

2 Incl
as


THOMAS G. FOSTER, III
Colonel, USA
Commandant

LANGUAGE DUTIES IN HIGH-POPULATION DOSS

1. Perform interrogation in TL.
2. Screen documents in TL.
3. Perform (written) translation duties (E - TL and TL - E).
4. Perform interpreter duties.
5. Supervise translation and interpretation activities.
6. Edit translation reports.
7. Edit interrogation reports.
8. Present briefing in TL.
9. Proofread correspondence in TL.
10. Converse in TL with indigenous personnel.
11. Transcribe oral TL passages using native writing system or Romanization.
12. Correspond in TL.
13. Instruct indigenous personnel in TL.
14. Debrief indigenous personnel in TL.
15. Advise indigenous personnel in TL.
16. Interview indigenous personnel in TL.
17. Monitor radio transmissions in TL.
18. Review captured documents in TL.
19. Scan printed materials (newspapers, books, etc.) in TL.
20. Prepare lesson plans for instruction in TL.
21. Prepare classroom presentation in TL.
22. Conduct classroom session in TL.
23. Evaluate student performance in TL.

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Final 1

LANGUAGE DUTIES IN HIGH-POPULATION DOSe

24. Counsel indigenous students in TL.
25. Conduct practical exercises/field trips in TL.
26. Develop technical courses in TL.
27. Attend and participate in conferences conducted in TLs.
28. Prepare TL course outlines.
29. Review pertinent literature for TL course update.
30. Plan special courses in TL.
31. Promulgate course announcements in TL.
32. Provide technical reference documentation in TL.
33. Plan conferences in TL.
34. Participate in preparation for publication and distribution of brochures, etc., in TL.
35. Review daily TL activities.
36. Direct daily TL activities.
37. Receive incoming TL correspondence.
38. Review TL correspondence.
39. Receive visitors in TL.
40. Make and receive telephone calls in TL.
41. Type communications in TL.
42. Conduct liaison in TL.
43. Gist documents in TL.
44. Gist radio transmissions in TL.

INVENTORY OF TOPICAL LEARNING TASKS
(HEADSTART/GATEWAY COURSES)

Learning Tasks
A. DEALING WITH PEOPLE.
1. Exchange greetings--
a. formal/informal greetings in civilian context.
b. military greetings.
2. Introduction--
a. formal/informal introduction in civilian context.
b. same in military setting.
3. Exchanging pleasantries--
a. thanks.
b. excuses.
c. compliments.
d. apologies.

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-me 2

Learning Tasks

4. Leave taking---

a. Close conversation---

(1) formally/informally in civilian context.

(2) same in military setting

b. Say good-bye---

(1) formally/informally in civilian context.

(2) same in military setting

5. Making an appointment, date---

a. Propose an appointment, date---

(1) specify time, date, location, other conditions in a civilian context.

(2) same in military setting

b. Agree/disagree with a proposed appointment, date---

(1) civilian context.

(2) military setting.

6. Invitations---

a. Extend invitation to dinner, cocktail party, picnic, etc..

(1) formally/informally in civilian context.

(2) same in military setting

b. Accept invitation---

(1) formally/informally in civilian context.

(2) same in military setting.

Learning Tasks

- c. Decline invitation
(politely)---
 - (1) formally/informally in civilian context.
 - (2) same in military setting
- 7. Carry on small talk---
 - a. nationality and home.
 - b. family.
 - c. date and place of birth.
 - d. age.
 - e. health.
 - f. education background.
 - g. occupation; place and conditions of work.
 - h. length of residence in country.
 - i. climate and weather.
 - j. hobbies.
 - k. current events (limited)---
 - (1) cost of living.
 - (2) value of the dollar.
 - (3) holidays.
 - (4) travels, excursions, etc.
- B. MOVING ABOUT.
 - 1. Give direction and ask for direction, places.
 - 2. Respond to information given.

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Learning Tasks

3. Ask for the arrival, departure
of---

a. planes.

b. trains.

c. buses.

d. ships, boats, ferries.

4. Respond to information given
on items above.

5. Read signs and schedules at---

a. airports.

b. train stations.

c. bus stations.

d. harbors.

6. Take notes or respond to---

a. flight announcements
(verbal).

b. verbal announcements at a---
(1) rail station.

(2) bus station.

(3) harbor.

7. Buy tickets for---

a. planes.

b. trains.

c. buses.

d. ships, boats, ferries.

8. Inquire about---

a. lost luggage.

b. taxi stand.

c. limousine service.

d. car rental.

Learning Tasks

9. Get a taxi---

- a. ask the taxi driver if his taxi is available.
- b. give him the destination (airport, railroad stations, etc.).
- c. ask the driver, "How much is it?"

10. Have car serviced---

- a. ask for the proper gasoline.
- b. ask attendant to check oil, water, tires, etc.
- c. ask the attendant for major car service.
- d. ask for auto repair shops.
- e. explain the trouble you have with your car.

C TRAVEL IN THE COUNTRY.

1. Obtain information about---

- a. routes.
- b. road conditions.
- c. weather.
- d. location of gas stations, auto repair shops.
- e. hotels, motels.
- f. restaurants.

2. Read---

- a. maps.
- b. road signs.
- c. traffic signs, warnings.

Learning Tasks

3. Listen to and act upon---

- a. emergency radio broadcasts.
- b. weather reports.

4. Getting a hotel room---

- a. make reservation over the phone.

- b. ask for a room at the registration desk.

- c. specify the type of room(s) you want (floor, bath, beds, etc.).

- d. tell the clerk the duration of your stay.

- e. ask for the price.

- f. check-in (fill out forms).

- g. check-out (pay the bills).

D. EATING OUT.

- 1. ask for a good restaurant (location, menu, price, etc.).

- 2. read signs for eating places.

- 3. call for a reservation.

- 4. ask, in person, for reservation (specify number in party, location of table, etc.).

- 5. ask for the menu.

- 6. read the menu.

- 7. ask what the specialty of the house is.

- 8. ask for the ingredients in the food, drinks (what kind of meat, fat/oil, spices, etc.).

Learning Tasks

order the food, drinks selected.

10. ask for the bill.

11. pay the bill, tip properly for the culture.

E. USING THE POST OFFICE.

1. Send a letter (regular, registered, etc.).

2. Send a parcel (regular, registered, insured, air-mail).

3. Buy stamps.

4. Make a phone call (ask for procedures, pay the bill).

F. MAKING A TELEPHONE CALL:

1. Dial a local number--

a. at home.

b. at the post office.

c. at a telephone booth (read signs, directions how to use the phone).

d. from a restaurant, cafe.

e. other public places (ask permission to use the phone, offer paying for it).

f. from hotel room.

2. Make long distance calls--

a. ask the operator for assistance.

b. obtain number from the operator, post office employee.

3. Make emergency phone calls to--

a. fire stations (report a fire give your name and address).

Learning Tasks

- b. police (report a theft, burglary, etc.; give name and address).
 - c. hospital (ask for the service needed, give name and address).
 - d. doctors (same as above).
 - e. emergency road service (give name and address, type of car, service needed).
4. Respond to a call---
- a. answer the phone by--
 - (1) telling your name.
 - (2) ask for the caller's name.
 - (3) take brief messages for others (such as; please call somebody, somebody will call later, etc.).
 - b. respond to instructions given by--
 - (1) police.
 - (2) firemen.
 - (3) doctors.
 - (4) emergency service people
- C. SHOPPING, BANKING.
- 1. Getting local money--
 - a. exchange dollars.
 - b. cash--
 - (1) travellers' checks.
 - (2) private checks.
 - (3) money orders.

LEARNING SUGGESTIONS

2. Open a checking account in a local bank.

3. Shop for basic items---

a. identify stores by signs.

b. ask salespersons for item and quantity needed.

c. ask for the price.

d. ask for the size, weight, color.

e. ask for the quality of merchandise.

f. ask for the materials, ingredients.

g. do bargaining if culture permits it.

4. Talk to barber, beautician---

a. specify hairdo desired.

b. ask for a shave.

c. specify beauty treatment (ladies).

5. Read labels on food items, drinks.

HAVING A MEDICAL EXAM.

1. Tell the doctor, nurse about---

a. pain (location, intensity, etc.).

b. dizziness.

c. fever.

d. cough.

2. Discuss with your doctor---

a. payments.

b. mode of payments (cash, credit, insurance).

Learning Tasks

3. Ask for medicine---
 - a. pain killers..
 - b. medicine for fever.
 - c. other personal needs regarding medicine.
4. Read labels---
 - a. on medicine bottle.
 - b. doctor, hospital bills.
5. Respond to doctor's explanation, instructions, etc.
6. Respond to emergency announcements over a hospital intercom system.

I. ENTERTAINMENT.

1. Invite guests to a party---
 - a. make verbal invitation (possibly over the phone).
 - b. send written invitation.
 - c. accept invitation verbally.
 - d. accept invitation in writing.
 - e. write a thank you note.
 - f. express thanks verbally.
 - g. read invitation cards, thank you notes.
2. Behave as a host/guest proper for culture---
 - a. make appropriate remarks about---
 - (1) the house, garden.
 - (2) food, drinks.
 - (3) other guests.
 - (4) family.

Learning Tasks

b. toast the host, hostess.

c. ask for a dance.

d. accept an invitation to dance.

3. Buy tickets for---

a. movies.

b. theater.

c. sport events.

J. DEALING WITH POLICE.

1. Ask for help in case of---

a. victim of crime.

b. accidents, injury.

c. car trouble.

d. being lost (directions, location, etc.).

2. Discuss traffic violations---

a. speeding.

b. illegal parking.

c. failing to stop.

3. Read---

a. accident report.

b. traffic ticket.

c. registration forms.

K. RENTING HOUSING.

1. Rent a house, apartment.

2. Discuss with landlords---

a. costs of utilities (water, gas, electricity).

b. other conditions (garbage, noise, etc.).

Learning Tasks

- | |
|---|
| 3. Read utility bills. |
| L. <u>DOMESTIC HELP.</u> |
| 1. Discuss duties with maid concerning--- |
| a. cleaning house. |
| b. cooking food. |
| c. taking care of children. |
| 2. Conditions of service--- |
| a. duration of service. |
| b. weekly, daily working hours. |
| c. terms of payment. |
| M. <u>FUNCTIONING IN A MILITARY EMERGENCY</u> |
| 1. Obtain information. |
| 2. Give directions/orders. |
| N. <u>FUNCTIONING WITH COUNTER-PARTS (INTEROPERABILITY)</u> |
| 1. Obtain information. |
| 2. Give directions/orders. |
| 3. Coordinate activities. |
| 4. Advise. |

J
ENGINEER

155



DEPARTMENT OF THE ARMY
UNITED STATES ARMY ENGINEER SCHOOL
FORT BELVOIR, VIRGINIA 22000

IN REPLY REFER TO:
ATZA-TDI-M

24 MAY 1979

SUBJECT: Soft Skill Areas RCS Number ATINC-0763

Commander
US Army Training and Doctrine Command
ATTN: ATINC-TDI-ORA
Fort Monroe, VA 23651

1. Reference: TRADOC message, DTC 011600Z May 79, subject as above.
2. Attached is a breakout of "notional" examples of soft skills for one Engineer CMF (81) which will serve to illustrate essentially those same categories that will apply to any other of our MDS. The only difference would be in the activity being supervised, trained, managed, planned, etc.
3. It is our belief that the Training Developments Institute (TDI) at TRADOC has in its possession all the information and knowledge necessary to establish the basis for the conduct of soft skill analysis. Soldier's Manuals, the Officer Common Task List, and TRADOC Circular 350-3, all provide a consensus on what the "notional categories" of soft skills are. Those already identified on page 2 of your message include the great majority of such skills and should provide the necessary examples for a workshop "to establish TRADOC guidance/training in the conduct of soft skill analysis."
4. The process, or procedure, that is ultimately designed for soft skill analysis must apply to all soft skill categories regardless of their classification as supervision, management, counseling, etc. A process for analyzing any one of these categories must work for any other soft skill category to be identified.

FOR THE COMMANDANT:

FRANK WALTER
Colonel, CEC
Director of Training
Developments

1 Incl



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SOFT SKILL AREAS
CMF 81
Topographic Engineering

a. COUNSELLING

- (1) Conduct performance counselling with a subordinate (SL 3/4).
- (2) Conduct personal counselling with a subordinate (SL 3/4).
- (3) Brief newly assigned personnel (SL 2/3/4).

b. SUPERVISING

- (1) Direct and enforce camouflaging of section position and equipment (SL 3).
- (2) Supervise the preparation of squad defensive positions (SL 3).
- (3) Supervise maintenance on individual and TOE equipment (SL 3).
- (4) Inspect maintenance of squad/section vehicles (SL 3).
- (5) Direct squad fires in the defense (SL 4).
- (6) Direct platoon fires in the defense (SL 4).
- (7) Direct construction/eraction of surveying towers/instrument stands (SL 4).
- (8) Direct survey operations.

c. MANAGING

- (1) Determine supply requirements (SL 3).
- (2) Determine color separation requirements (SL 3).
- (3) Determine mosaic/photomap requirements (SL 3).
- (4) Plan cartographic activities (SL 3).
- (5) Determine compilation requirements (SL 3).
- (6) Review/review a standard operating procedure (SL 4).

ATZA-TDI-T (4 May 79)
SUBJECT: Soft Skill Areas

11 May 1979

(7) Set individual performance objective (SL 3).

(8) Conduct a technical inspection (SL 2).

d. TRAINING

(1) Train section personnel to operate vehicles (SL 3).

(2) Prepare to conduct individual training (SL 3).

(3) Conduct individual training (SL 3).

e. TECHNICAL

(1) Control equipment maintenance (SL 2).

(2) Organize and direct a cartographic production section (SL 3).

(3) Maintain quality control (SL 3).

(4) Collect source material (SL 4).

(5) Evaluate source materials (SL 4).

(6) Read and interpret Technical Bulletins, Technical Manuals, and similar documents (SL 1/2).

(7) Determine equipment nonoperational time (SL 2).

(8) Check computing operations (SL 3).

(9) Receipt/control classified material (SL 4).

(10) Transfer classified material (SL 4).

(11) Interpret horizontal control specifications (SL 4).

(12) Interpret vertical control specifications (SL 4).

f. FIELD OPERATIONS

(1) Direct the expansion of a cartographic van (SL 3).

(2) Supervise the preparation of vans for movement (SL 3).

(3) Supervise the preparation of section vans for operation (SL 3).

(4) Supervise the preparation of a platoon bivouac site (SL 4).

K

FIELD ARTILLERY

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DEPARTMENT OF THE ARMY
UNITED STATES ARMY FIELD ARTILLERY SCHOOL
FORT SILL, OKLAHOMA 73503 Mr. Joseph/jj/639-3092

ATSF-TD-IT

25 MAR 1973

SUBJECT: Soft Skill Areas RCS Number ATTNG-OT63

Commander
Training and Doctrine Command
ATTN: ATTNG-TDI-ORA (CPT Begland)
Fort Monroe, Virginia 23651

1. Reference message HQ TRADOC, 011600Z May 79, subject as above.
2. Following are example FA specialty tasks that are considered "soft skill tasks":
 - a. Plan, organize and perform a reconnaissance for a FA position area.
 - b. Occupy and organize a FA position area.
 - c. Advise the maneuver commander and staff on threat FA organizations, doctrine, weapons and capabilities.
 - d. Receive commander's guidance, analyze fire support requirements, and advise commander on feasibility of courses of action from a fire support standpoint.
 - e. Organize/prioritize battery details.
 - f. Employ hasty survey techniques.
 - g. Coordinate company level fire support.
 - h. Fight a fire involving a nuclear weapon.
3. The soft skill problem will be more apparent in common areas such as counselling, training, managing, leadership, military justice, administration, etc. Tasks that require judgment or decision making appear to be especially difficult to state and analyze.

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ATSF-TD-IT

25 MAY 1979

SUBJECT: Soft Skill Areas RCS Number ATTNG-OT63

4. The FA School does not have the experience base in the "soft" skill analysis area to elaborate in any detail on specific tasks or soft skill analysis solutions. While waiting further guidance, an attempt is being made, using the Lance Missile Officer's tasks recently identified, to follow the task analysis process through to the design phase. This effort may determine the feasibility of developing training from the analysis of "soft" tasks using the ISD approach. Periodic progress reports will be provided as this effort progresses.

FOR THE COMMANDANT:



JAMES W. ANGUS, JR.
Captain, Field Artillery
Executive Secretary

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INFANTRY

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DEPARTMENT OF THE ARMY
UNITED STATES ARMY INFANTRY SCHOOL
FORT BENNING, GEORGIA 31905

IN REPLY REFER TO

ATSH-I-V-OD-A

SUBJECT: Soft Skill Areas

Commander
U.S. Army Training and Doctrine Command
ATTN: ATING-TDI-ORA
Fort Monroe, Virginia 23651

1. Reference Message, HQ, TRADOC, ATING-TDI-ORA, 011600Z May 1979, subject as above.
2. Reference above requested that the United States Army Infantry School (USAIS) submit to HQ TRADOC lists of enlisted and officer soft skills.
3. At Inclosure 1 are soft skills extracted from the 11B Soldier's Manual. At Inclosure 2 are common leadership skills for E-5 through E-9. At Inclosure 3 are leadership tasks, skills, knowledges and responsibilities identified to date for company grade officers. At Inclosure 4 is a composite list of company grade officer skills, knowledges and responsibilities identified to date.
4. In conducting analysis of officer jobs at USAIS, job analysts learned that officer jobs could best be described by identification not only of tasks, but also of skills, knowledges and responsibilities (SKR). Since no TRADOC guidance exists concerning the analysis of SKR, these are submitted for your consideration. USAIS is currently analyzing tasks in the officer area and further guidance concerning SKR analysis is sorely needed.
5. The lists submitted are not all inclusive. In the course of task analysis in both the enlisted and officer areas, additional soft skills, knowledges and responsibilities will be identified.

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ATSH-I-V-OD-A

SUBJECT: Soft Skill Areas

6. It is further suggested that TRADOC's lists of company grade officer common tasks be considered. Many of these tasks are in the soft skill area.

FOR THE COMMANDANT:

4 Incl (Tabs)
as

Lawrence B. Goodwin, Jr.
LAWRENCE B. GOODWIN, JR.
Major, Infantry
Assistant Secretary

A. TACTICAL MARCH PLANNING

1. Assist in Planning Tactical Troop Ground
2. Movement

B. GARRISON OPERATIONS

1. Plan/Prepare for Conference
2. Plan/Coordinate Ceremonies
3. Manage Training Areas, Facilities and Materials

C. COMMON TASKS FOR S2/S3

1. Monitor Operations/Movements of Subordinate Units
2. Supervise establishment/displacement of tactical operations center (TOC)

D. NUCLEAR, BIOLOGICAL, AND CHEMICAL

1. Supervise use of unit radiac equipment
2. Plan for unit decontamination of equipment

E. INDIVIDUAL FITNESS

Maintain an appropriate level of physical fitness (male only)

F. MILITARY JUSTICE

1. Recommend Nonpreventive Disciplinary Measures
2. Recommend Judicial (Court-Martial) and Nonjudicial (Art 15) Actions to Commander

G. 106-MM RCLR

Plan and control 106-mm RCLR section fires.

H. SCOUT

1. Plan and conduct a route reconnaissance mission
2. Plan and conduct a screening mission
3. Plan and conduct a zone reconnaissance mission

I. PERSONNEL MANAGEMENT ACTIONS

1. Brief Newly Assigned Personnel
2. Determine Utilization of Personnel
3. Prepare charge of Quarters (C.Q.) Instructions

J. SECURITY AND INTELLIGENCE

1. Enforce noise, light, and litter discipline
2. Supervise arms room security

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0.15P1

K. LIGHT ANTITANK WEAPON (LAW)

Supervise the preparation of practice rocket launcher, M190, for firing.

L. TRAINING

1. Monitor and evaluate training
2. Supervise/evaluate construction of a fighting position
3. Supervise the preparation of a squad
4. ~~Defensive position~~
5. Supervise combat loading of personnel and equipment in APC
6. Screen training schedules
7. Evaluate (inspect) training

M. TOW

1. Supervise preparation of a TOW fighting position
2. Recommend/coordinate methods of employment for TOW

N. LEADERSHIP AND MANAGEMENT

1. Prepare training guidance
2. Develop a training program
3. Inspect personnel/equipment
4. Supervise maintenance on individual and TOE equipment
5. Enforce preventive medicine program (includes personal hygiene)
6. Advise personnel preparing for Skill Qualification Test (SQT)
7. Establish priorities for general maintenance

COMMUNICATION

GOAL: To communicate effectively with subordinates, peers, and superiors

Intrapersonal

TASK 1: State how individual attitudes, beliefs, values, and experiences affect communication

- A. Identify factors that affect attention (contrast, movement)
- B. Identify factors that affect perception (motives, prior experience)

TASK 2: Conduct self-assessment in terms of physical, mental, and emotional states as they impact on communication behavior

- A. Identify physical strengths and weaknesses
- B. Identify mental strengths and weaknesses
- C. Identify emotional strengths and weaknesses

TASK 3: Evaluate how situational factors affect communication behavior

- A. Describe the impact of different work group organizations on communication behavior
- B. Describe the impact of regional differences (e.g., dialects) on communication behavior

Interpersonal

TASK 4: Identify factors that affect reception and sending ability

- A. State rules for good reception of information
- B. State rules for good sending of information
- C. Identify obstacles to effective reception and sending

TASK 5: Listen for content

- A. Identify major theme of a message
- B. State the ideas contained in the theme
- C. Identify facts supporting each the major ideas
- D. Summarize the key ideas
- E. Paraphrase the ideas

TASK 6: Listen for feeling

- A. Understand the impact of emotion on listening
- B. State techniques that preclude emotional bias

TASK 7: Recognize nonverbal communication

- A. State the principles of nonverbal communication
- B. Identify nonverbal cues in oral message
- C. Compare nonverbal cues with verbal cues
- D. Determine the consistency between verbal and nonverbal communication

TASK 8: Interpret impact of symbolic communication

- A. Identify elements of symbolic communication
- B. Describe how elements enhance or detract from effective communication

TASK 9: Speak clearly

- A. Gather relevant information
- B. Organize major ideas in one's speech
- C. Use correct syntax and grammar
- D. Project voice level appropriately
- E. Enunciate properly

COMMUNICATION

TASK 10: Inform subordinates

- A. Determine what information should be sent to subordinates
- B. Identify methods to send information
- C. Select the appropriate method for the kind of information being sent
- D. Prepare the message
- E. Transmit the message

TASK 11: Solicit feedback

- A. Describe elements of feedback
- B. Describe methods to receive feedback
- C. Select feedback method
- D. Evaluate feedback responsiveness

TASK 12: Conduct informal brief

- A. Perceive need to present brief
- B. Articulate the objective of the brief
- C. Identify the type of brief (information, decision, staff, mission)
- D. Gather data
- E. Practice the brief
- F. Speak clearly
- G. Present brief

Organizational

TASK 13: Identify principles of organizational communication

- A. Describe formal communication channels
- B. Describe informal communication channels
- C. Describe factors that impact on communication environment

TASK 14: Use formal communication channels

- A. Identify conditions/situations calling for use of formal channels
- B. Select appropriate formal channel
- C. Send message using formal channel
- D. Describe impact of sending messages by formal channels

TASK 15: Use informal communication channels

- A. Identify conditions/situations calling for the use of informal channels
- B. Select most effective informal channel
- C. Send message using informal channel
- D. Describe impact of sending messages by informal channels

TASK 16: Foster an environment that enhances effective communication

- A. Identify factors that enhance effective communication
- B. Encourage accurate reporting
- C. Reward accurate communication behavior
- D. Maintain consistency between words and communications
- E. Identify factors that inhibit effective communication
- F. Remove inhibitors when possible
- G. Provide feedback to subordinates and superiors for messages received

GOAL: To apply the basic principles and techniques of human behavior in dealing with soldiers

Integration

TASK 1: Familiarize subordinates with rules, procedures, routines and duties

- A. Describe the impact of a new job on motivation and attitude
- B. Identify new subordinates
- C. Identify unit rules, procedures, routines and duties
- D. Inform new subordinates of unit's rules, procedures, routines and duties
- E. Incorporate changes sent down by the chain of command
- F. Prepare, distribute and discuss information about changes in rules, procedures, routines and duties
- G. Encourage subordinates to ask questions, seek additional information and/or clarification

TASK 2: Orient newly assigned personnel

- A. Identify plan to integrate new personnel
- B. Identify new personnel
- C. Inform new personnel of job responsibilities
- D. Inform new personnel about community life
- E. Inform dependents of new personnel of unit's mission and installation services and facilities
- F. Solicit feedback from new personnel

HUMAN RELATIONS

E5/E6

Development

TASK 3: Provide opportunities to subordinates for continuing self-development

- A. Relate education and training opportunities/requirements to subordinates' needs
- B. Assess subordinates' individual skill proficiency in MOS areas
- C. Collect information about internal and external training programs and developmental opportunities
- D. Inform subordinates of the programs and opportunities
- E. Identify on-the-job training programs
- F. Set up evaluation of program to assess the impact of training
- G. Solicit feedback on all self-improvement programs
- H. Reinforce participation of subordinates in program
- I. Initiate request for school quotas

TASK 4: Assist in career planning

- A. Identify and be familiar with career planning resources
- B. Discuss long-term career planning with subordinates
- C. Discuss short-term career planning with subordinates
- D. Encourage subordinates to seek transfers to career progressive jobs when appropriate

TASK 5: Foster group cohesion

- A. Clarify group mission and objective
- B. Facilitate the flow of information upward, downward and laterally
- C. Promote inter-personal cooperation
- D. Specify task requiring group cooperation
- E. Describe the importance of team-work to subordinates
- F. Reward effective group efforts

HUMAN RELATIONS

E5/E6

TASK 6: Foster human relations programs

- A. Identify unit human relations programs
- B. Implement human relation programs
- C. Identify potential human relations problems before they develop
- D. Resolve potential problems

Motivation

TASK 7: Apply motivation skills

- A. Define theory of motivation
- B. Distinguish between internal and external motivation
- C. Give examples of internal motivation
- D. Give examples of external motivation
- E. Describe a situation where each type of motivation is applicable
- F. Specify the relationships between rewards/punishment and motivation
- G. Understand the importance of positive feedback on motivational levels
- H. Gather performance data
- I. Identify performance standards
- J. Compare performance standards and performance data
- K. Provide positive or constructive feedback
- A. State how attitudes and beliefs are formed
- B. Recognize impact of such beliefs on perception
- C. State how stereotypes are formed
- D. Identify major reference groups you belong to
- E. Describe commonly held values and beliefs of the reference group
- F. Compare personal beliefs with reference groups beliefs

TASK 8: Demonstrate understanding of own attitudes and beliefs about others

HUMAN RELATIONS

E5/E6

TASK 9: Integrate individual needs with organizational needs

- A. State how needs influence behavior
- B. Identify subordinates' needs
- C. Identify organizational needs
- D. Explain organizational expectations about performance
- E. Solicit subordinates' expectations about organizational needs
- F. Understand how integration of individual and organizational needs will benefit the individual
- G. Develop with the subordinate a plan to integrate individual needs with organizational needs
- H. Implement plan
- I. Identify areas of inconsistency between individual and organizational needs
- J. Solicit feedback from subordinates
- K. Evaluate effectiveness of plan and modify as required

TASK 10: Express empathy

- A. Recognize subordinates' feelings
- B. Demonstrate attentive behavior
- C. Reflect understanding of subordinates' feelings
- D. Continually display concern

TASK 11: Demonstrate respect for dignity of others

- A. Make supportive statements about subordinates
- B. Allow subordinates opportunity to express their feelings and opinions
- C. Defend subordinates' opinions to superiors when appropriate
- D. Provide explanation to subordinates of superiors' opinions when appropriate

TASK 12: Apply rewards and punishments policy equitably

- A. State theories of reward and punishment
- B. Identify material rewards and punishments that are available
- C. Identify non-material rewards and punishments that are available
- D. Identify rewards and punishments policy
- E. Relate rewards and punishments to performance levels
- F. Determine if policy is being enforced consistently and equitably

HUMAN RELATIONS

E5/E6

TASK 13: Help subordinates adapt to changes

- A. Understand how human behavior is affected by change
- B. Keep subordinates informed of impending and likely changes
- C. Communicate reasons for change to subordinates
- D. Identify plan for subordinates to participate in change
- E. Ask subordinates their opinions regarding changes
- F. Clarify repercussions and implications of change

TASK 14: Foster a supportive work environment

- A. Describe a supportive climate
- B. State unit mission and objectives
- C. Set realistic subobjectives (tasks)
- D. Clarify performance standards
- E. Provide performance feedback
- F. Describe McGregors' Theory X and Theory Y model
- G. Identify situation where Theory X is appropriate
- H. Identify situation where Theory Y is appropriate
- I. Categorize present situation
- J. Encourage subordinates to participate in planning and decision making activities where appropriate
- K. Display interest in the activities of work groups

COUNSELING

ES/E6

GOAL: To improve performance and personal adjustment of soldiers.

Performance

TASK 1: Identify subordinates who need performance counseling

- A. Review performance standards to clarify extent of shortfall
- B. Identify indicators of substandard performance
- C. Identify indicators of outstanding performance
- D. Identify substandard performers
- E. Identify outstanding performers
- F. Compare current performance with past performance history
- G. Make on-the-spot corrections when appropriate
- H. Schedule counseling session when appropriate

TASK 2: Prepare for performance counseling session

- A. Select appropriate site
- B. Select appropriate date/time
- C. Notify individual
- D. Review job performance standards
- E. Gather data
- F. Identify performance counseling techniques
- G. Select appropriate counseling techniques
- H. Identify capabilities and limitations of counselor/situation

TASK 3: Conduct performance counseling session.

- A. Establish rapport
- B. Identify objective of counseling session
- C. Provide performance feedback to soldier
- D. Clarify individual's perception of performance shortfalls
- E. Discuss plan for improvement
- F. Practice active listening
- G. Recognize non-verbal cues
- H. Assist the soldier in developing a course of action for performance improvement
- I. State when performance will be reevaluated
- J. Inform soldier of penalty for continued poor performance
- K. Summarize and review session
- L. Identify follow-up action
- M. Close counseling session

COUNSELING

E5/E6

TASK 4: Monitor follow-up course of action (performance counseling)

- A. Provide constructive feedback
- B. Reward improved performance
- C. Take disciplinary action as required
- D. Identify further action required
- E. Integrate results/actions of counseling session with the commander when appropriate

Personal

TASK 5: Identify subordinates who need personal counseling

- A. Identify individual indicators of personal problems (i.e., use of drugs)
- B. Identify organizational indicators of personal problems (i.e., AWOL's, sick calls)
- C. Identify personnel who display these indicators
- D. Gather data to substantiate indicators of personal problems
- E. Schedule counseling session as required

TASK 6: Prepare for personal counseling session

- A. Notify individual
- B. Select appropriate site
- C. Select appropriate date/time
- D. Organize data to present to soldier
- E. Identify capabilities and limitations of counselor/situation
- F. Review referral capabilities

TASK 7: Conduct personal counseling session

- A. Establish rapport
- B. State purpose of counseling session
- C. Provide soldier with reason for counseling session
- D. Ask questions to clarify soldier's perception of the problem
- E. Practice active listening
- F. Recognize non-verbal cues
- G. Select appropriate counseling technique
- H. Restate main thoughts and feelings expressed by the soldier
- I. Assist the soldier in developing a plan for improvement
- J. Assess extent of the problem
- K. Define the problem in precise behavioral terms
- L. List desired objectives and options
- M. Set specific objectives
- N. Refer soldier to appropriate referral agency as required
- O. Establish follow-up action
- P. Close counseling session

COUNSELING

E5/E6

TASK 8: Monitor follow-up course of action (personal counseling)

- A. Provide constructive feedback
- B. Reward improved behavior as appropriate
- C. Identify further action required
- D. Integrate results/actions of counseling session with the commander when appropriate.

TASK 9: Make appropriate referral

- A. Identify referral agencies
- B. Describe capabilities of supportive agencies
- C. Determine whether referral is possible
- D. Make referral as required
- E. Follow-up on referral

SUPERVISION

E5/6

OAL: To coordinate and direct the accomplishment of the unit's mission in accordance with prescribed standards

Directing

TASK 1: Enforce compliance with unit procedures

- A. Identify unit procedures
- B. Communicate procedures to subordinates
- C. Evaluate compliance with procedures
- D. Provide feedback to superiors on effectiveness of procedures
- E. Revise procedures as appropriate

TASK 2: Identify and adopt successful organizational procedures employed by like units

- A. Observe own unit
- B. Observe like unit(s)
- C. Identify differences in procedures
- D. Relate differences to effectiveness
- E. Identify successful procedures
- F. Recommend adopting successful procedures

TASK 3: Select appropriate leadership style

- A. Understand impact of leadership style on performance
- B. Identify different leadership styles
- C. Identify when different styles are applicable
- D. Analyze specific situation
- E. Apply most effective style
- F. Solicit feedback
- G. Modify style as appropriate

TASK 4: Enforce discipline

- A. Identify indicators of discipline
- B. Assess state of discipline in the unit
- C. Note deficiencies
- D. Take corrective action if appropriate
- E. Notify commander

Organizing

TASK 5: Organize use of equipment

- A. Inventory equipment
- B. Identify SOP for equipment use
- C. Implement SOP

SUPERVISION

E5/E6

TASK 6: Organize use of personnel

- A. Identify unit's mission
- B. Identify personnel assigned

Inspecting

TASK 7: Perform inspections

- A. Identify effectiveness indicators
- B. Conduct inspections to identify deficiencies
- C. Perform spot checks
- D. Provide feedback on inspection results to supervisors and subordinates

TASK 8: Evaluate subordinates' performance

- A. Determine performance measurements
- B. Set standards
- C. Compare measurements and standards
- D. Determine corrective actions
- E. Take corrective actions
- F. Re-evaluate new performance measures

Maintaining

TASK 9: Supervise performance of maintenance functions

- A. Inspect maintenance operations
- B. Evaluate maintenance operations
- C. Insure compliance with accepted procedures
- D. Make spot checks
- E. Evaluate maintenance training
- F. Report maintenance problems

Training

TASK 10: Train subordinates

- A. Identify individual training requirements
- B. Assess individual performance skill levels
- C. Develop training program
- D. Implement training program
- E. Recommend improved methods
- F. Implement OJT program
- G. Inspect training
- H. Make corrections
- I. Report training status to superiors and subordinates

SUPERVISION

E5/E6

TASK 11: Train unit

Motivating

TASK 12: Apply rewards and punishment policy equitably

- A. State theories of reward and punishment
- B. Identify material rewards and punishment that are available
- C. Identify nonmaterial rewards and punishment that are available
- D. Identify rewards and punishment policy
- E. Relate rewards and punishment to performance levels
- F. Determine if policy is being enforced consistently and equitably

TASK 13: Serve as unit spokesman

- A. Maintain accessibility to subordinates
- B. Clarify information from subordinates
- C. Interpret subordinates' communication to superiors
- D. Interpret superiors' decision to subordinates
- E. Maintain close contact with subordinates

TASK 14: Foster group cohesion

- A. Clarify group mission and objectives
- B. Facilitate the flow of information upward, downward and laterally
- C. Promote inter-personal cooperation
- D. Specify task requiring group cooperation
- E. Describe the importance of teamwork to subordinates
- F. Reward effective group efforts

MANAGEMENT SCIENCE

GOAL: To apply a variety of command and control techniques

Setting Objectives

TASK 1: Set objectives

- A. Identify unit's mission
- B. List tasks that will accomplish objectives
- C. Clarify objectives with superiors
- D. Identify standards, criteria, measurement methods
- E. Communicate objectives and standards to subordinates
- F. Review progress
- G. Change as required

TASK 2: Identify resource requirements

- A. Identify unit's mission and objectives
- B. List resources essential to accomplish mission and objectives
- C. Identify available resources
- D. Estimate shortfalls
- E. Determine impact of short fall on mission effectiveness
- F. Request additional resources as appropriate

Organizing

TASK 3: Assign work

- A. Identify objectives
- B. Identify tasks to accomplish objectives
- C. Identify resources
- D. Identify time available
- E. Match work groups to tasks
- F. Schedule work

TASK 4: Adapt to change

- A. Identify requirements for change
- B. Understand how soldiers respond to change
- C. Implement a change strategy
- D. Estimate acceptance of change strategy
- E. Help subordinates adapt to change

Evaluating

TASK 5: Analyze indicators of unit effectiveness

- A. Identify effectiveness indicators
- B. Gather unit performance data
- C. Compare data to objectives
- D. Determine deficiencies
- E. Develop action plan
- F. Monitor progress
- G. Take corrective action

TASK 6: Recommend soldiers for personnel actions

- A. Identify criteria for appropriate personnel actions
- B. Identify individual qualifying actions
- C. Assess qualification of individual in terms of action required
- D. Make recommendation
- E. Follow up on recommendation (i.e. promotion, chapter 5)

MANAGEMENT SCIENCE

Controlling

TASK 7: Use control measures

- A. Identify appropriate control measure
- B. Describe situation appropriate each measure
- C. Select control measures
- D. Evaluate effectiveness of control measures

TASK 8: Monitor activities through records and reports

- A. Identify requirement for records and reports
- B. Gather appropriate records and reports
- C. Evaluate records and reports
- D. Take corrective action

TASK 9: Initiate reports

- A. Identify requirements for reports
- B. Recognize individual possessing critical information
- C. Determine how and when to gather critical information
- D. Submit reports to chain of command

TASK 10: Analyze work flow

- A. Identify work to be done
- B. Identify personnel's capabilities
- C. Identify outputs desired
- D. Identify personnel to do the work
- E. Identify policies/SOPs
- F. Establish priority of work
- G. Monitor work progress
- H. Take corrective action

Problem Solving

TASK 11: Solve problems

- A. Identify problems
- B. Gather information
- C. Break problem down into identifiable components
- D. Identify cause for each component
- E. Set objectives
- F. Develop course of action appropriate to solve each cause
- G. Analyze advantages and disadvantages of each course of action
- H. Estimate consequences of each course of action
- I. Select course of action

TASK 12: Resolve conflict

- A. Describe conflict
- B. Identify sources of conflict
- C. State desired outcome
- D. Understand behavior responses to conflict
- E. Facilitate negotiation
- F. Check out how each party views the settlement
- G. Clarify the settlement for each party
- H. Establish responsibility to minimize future source of conflict
- I. Monitor progress

MANAGEMENT SCIENCE

TASK 13: Manage time

- A. Identify job requirements
- B. Estimate available time
- C. Allocate time for unforeseen requirement
- D. Establish task priorities
- E. Establish a time schedule
- F. Evaluate task progress
- G. Revise time schedule as appropri

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DECISION MAKING

E5/E6

QAL: To apply the decision making process

TASK 1: Make a decision

- A. Describe desired outcomes
- B. Classify outcomes as to importance
- C. Describe alternatives from which to choose
- D. Estimate time required for each alternative
- E. Evaluate alternatives against outcomes
- F. Search for additional alternatives as required
- G. Revise objectives if all alternatives fail
- H. Choose best alternative
- I. Assess adverse consequences from the choice
- J. Monitor effects of final decision (Minimized adverse consequences)
- K. Follow up on decision

TASK 2: Carry out higher level decisions

- A. Communicate understanding of decision
- B. Estimate impact of decision on unit operations
- C. Support plan to implement decision
- D. Implement plan according to SOP's

PLANNING

ES/E6

GOAL: To establish predetermined course of action to meet unit mission

TASK 1: Make a plan based on guidance of superiors

- A. Identify guidance
- B. Determine objectives required to support guidance
- C. List tasks required to support the objectives
- D. Prioritize tasks
- E. Determine resources needed
- F. Assign suspense
- G. Assign task responsibilities
- H. Draft plan
- I. Coordinate with all sections concerned
- J. Revise plan as appropriate

TASK 2: Implement a plan

- A. Communicate purpose of plan to subordinates
- B. Develop an evaluation scheme
- C. Clarify responsibilities and task performance
- D. Monitor progress of plan
- E. Make revision of a plan as required

TASK 3: Organize individuals

- A. State objectives and tasks
- B. Analyze available resources
- C. Assign personnel to tasks
- D. Assess task accomplishment

TASK 4: Assign work

TASK 5: Recommend procedural changes

- A. Identify deficiencies and obstacles to work production caused by existing policies and procedures
- B. Determine if deficiencies and obstacles can be overcome
- C. Propose a change
- D. Assess the impact of change
- E. Seek approval for recommended change
- F. Communicate approved change to subordinates

ETHICS

GOAL: To reflect an appropriate and trustworthy example

Professional Responsibilities

TASK 1: Demonstrate familiarity with documents that articulate standards of conduct

- A. Discuss the oath of enlistment and explain its important sections
- B. Distinguish between officers, commission officers, warrant officers, and enlisted personnel in terms of their role requirements
- C. Describe the standards of conduct implied and articulated in AR 600-29 and The Uniform Code of Military Justice

TASK 2: Discuss the value of a professional code of ethics for the Army

- A. State the purposes of a professional code of ethics
- B. Discuss implementation of a code of ethics in a profession
- C. Discuss if the Army has a code of ethics
- D. Evaluate concept of duty, honor, country as a code
- E. Discuss implementation of a code of ethics in the Army

TASK 3: Explain the role of an NCO as a professional representative

- A. Describe standards of conduct required of captains (AR 600-2)
- B. Explain the public's expectation of how an NCO should behave
- C. Describe how your superiors expect you to behave
- D. Describe how your peers expect you to behave
- E. Describe how your subordinates expect you to behave
- F. Clarify consistencies and inconsistencies
- G. Explain organizational constraints on personal and professional behavior

TASK 4: Understand value conflicts

- A. State how values are formed
- B. Describe favorable influences on value development
- C. Describe negative influences on value development
- D. Discuss how to assess value systems
- E. Describe how values can conflict
- F. Describe the impact of value conflicts
- G. State how value conflicts can be minimized or resolved
- H. Assess personal values
- I. Assess values of subordinates
- J. Compare the two groups of values
- K. Assess the overlap and differences in values

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ETHICS

Individual

TASK 5: Set the example

- A. Identify desired behavioral standards
- B. Maintain consistency between actions and statements
- C. Report accurately
- D. Communicate honestly
- E. Demonstrate fairness
- F. Demonstrate consistency in dealing with people
- G. Practice self-control/self-discipline
- H. Show respect for subordinates
- I. Identify and avoid compromise or potentially embarrassing situations
- J. Maintain social distance from subordinates
- K. Accept responsibility for action
- L. Avoid conflicts of interest
- M. List negative leader behaviors
- N. Explain negative leader behaviors
- O. Describe the importance of subordinates' perception of the appropriateness and inappropriateness of leadership behavior
- P. Avoid display of excessive self-interest or selfishness

TASK 6: Describe typical ethical situations

- A. Identify ethical conflicts
- B. Describe the components of situations that imply an ethical dilemma
- C. Evaluate how components might be changed
- D. Evaluate feasibility of making changes
- E. Assess repercussions for making a change
- F. Assess repercussions for making no change
- G. Describe common unethical norms

TASK 7: Understand the ethical implications of decisions and actions

- A. Describe an ethical situation pertaining to a decision or action
- B. State the organization's mission objectives
- C. List the ethical advantages and disadvantages of each course of action
- D. Understand the ethical impact of each course of action
- E. Assess the probabilities of the occurrence of each outcome
- F. Integrate the ethical assessment into decisionmaking

LEADERSHIP TASK LIST

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COMMUNICATION

GOAL: To communicate effectively with subordinates, peers, and superiors

Intrapersonal

TASK 1: State how individual attitudes, beliefs, values, and experiences affect communication

- A. Identify factors that affect attention (contrast, movement)
- B. Identify factors that affect perception (motives, prior experience)

TASK 2: Conduct self-assessment in terms of physical, mental, and emotional states as they impact on communication behavior

- A. Identify physical strengths and weaknesses
- B. Identify mental strengths and weaknesses
- C. Identify emotional strengths and weaknesses

TASK 3: Evaluate how situational factors affect communication behavior

- A. Describe the impact of different work group organizations on communication behavior
- B. Describe the impact of regional differences (e.g., dialects) on communication behavior

Interpersonal

TASK 4: Identify factors that affect reception and sending ability

- A. State rules for good reception of information
- B. State rules for good sending of information
- C. Identify obstacles to effective reception and sending

TASK 5: Listen and/or read for content

- A. Identify major theme of a message
- B. State the ideas contained in the theme
- C. Identify facts supporting each major idea
- D. Summarize the key ideas
- E. Paraphrase the ideas

TASK 6: Listen and/or read for feeling

- A. Understand the impact of emotion on reception and sending
- B. State techniques that preclude emotional bias

TASK 7: Recognize nonverbal communication

- A. State the principles of nonverbal communication
- B. Identify nonverbal cues in oral message
- C. Compare nonverbal cues with verbal cues
- D. Determine the consistency between verbal and nonverbal communication

TASK 8: Interpret impact of symbolic communication

- A. Identify elements of symbolic communication
- B. Describe how elements enhance or detract from effective communication

TASK 9: Speak clearly

- A. Gather relevant information
- B. Organize major ideas in one's mind
- C. Use correct syntax and grammar
- D. Project voice level appropriately
- E. Enunciate properly

COMMUNICATION

TASK 10: Inform subordinates

- A. Determine what information should be sent to subordinates
- B. Identify methods to send information
- C. Select the appropriate method based on the kind of information being sent
- D. Prepare the message
- E. Transmit the message

TASK 11: Solicit feedback

- A. Describe elements of feedback
- B. Describe methods to receive feedback
- C. Select feedback method
- D. Evaluate feedback responsiveness

TASK 12: Conduct informal brief

- A. Perceive need to present brief
- B. Articulate the objective of the brief
- C. Identify the type of brief (information, decision, staff, mission)
- D. Gather data
- E. Practice the brief
- F. Speak clearly
- G. Present brief

Organization

TASK 13: Identify principles of organizational communication

- A. Describe formal communication channels
- B. Describe informal communication channels
- C. Describe factors that impact on communication environment

TASK 14: Use formal communication channels

- A. Identify conditions/situations calling for use of formal channels
- B. Select appropriate formal channel
- C. Send message using formal channel
- D. Describe impact of sending message by formal channels

TASK 15: Use informal communication channels

- A. Identify conditions/situations calling for the use of informal channels
- B. Select most effective informal channel
- C. Send message using informal channel
- D. Describe impact of sending message by informal channels

TASK 16: Foster an environment that enhances effective communication

- A. Identify factors that enhance effective communication
- B. Encourage accurate reporting
- C. Reward accurate communication behavior
- D. Maintain consistency between actions and communications
- E. Identify factors that inhibit effective communication
- F. Remove inhibitors when possible
- G. Provide feedback to subordinates and superiors for messages received

COMMUNICATION

TASK 17: Attend meetings

- A. Participate in meetings
- B. Listen actively
- C. Take notes
- D. Summarize main points of meeting

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ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA
TRADOC SERVICE SCHOOL REPORTS. 'SOFT SKILL AREAS.' (U)

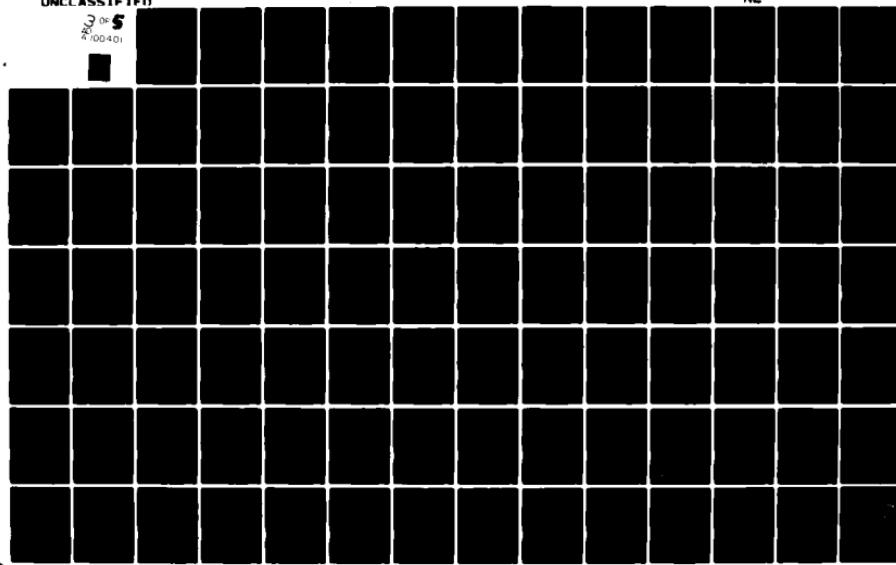
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HUMAN RELATIONS

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GOAL: To apply the basic principles and techniques of human behavior in dealing with soldiers

Integration

TASK 1: Familiarize subordinates with rules, procedures, routines and duties

- A. Describe the impact of a new job on motivation and attitude
- B. Identify new subordinates
- C. Identify unit rules, procedures, routines and duties
- D. Inform new subordinates of unit's rules, procedures, routines and duties
- E. Incorporate changes sent down by the chain of command
- F. Prepare, distribute and discuss information about changes in rules, procedures, routines and duties
- G. Encourage subordinates to ask questions seek additional information and/or clarification

TASK 2: Orient newly assigned personnel

- A. Identify plan to integrate new personnel
- B. Communicate plan to appropriate personnel in unit
- C. Identify new personnel
- D. Inform new personnel of job responsibilities
- E. Inform new personnel about community life
- F. Inform dependents of new personnel of unit's mission and installation services and facilities
- G. Solicit feedback from new personnel

HUMAN RELATIONS

E7

Development

TASK 3: Provide opportunities to subordinates for continuing self-development

- A. Understand the relationship between training, education and motivation theories
- B. Describe the impact of education on attitude formation
- C. Relate education and training opportunities/requirements to subordinates' needs
- D. Assess subordinates' individual skill proficiency in MOS areas
- E. Collect information about internal and external training programs and developmental opportunities
- F. Inform subordinates of the programs and opportunities
- G. Schedule work so that subordinates can participate in training/educational programs
- H. Identify financial assistance programs
- I. Establish on-the-job training programs
- J. Set up evaluation of program to assess the impact of training
- K. Solicit feedback on all self-improvement programs
- L. Reinforce participation of subordinates in program
- M. Initiate request for school quotas

TASK 4: Assist in career planning

- A. Identify and be familiar with career planning resources
- B. Discuss long-term career planning with subordinates
- C. Discuss short-term career planning with subordinates
- D. Encourage subordinates to seek transfers to career progressive jobs when appropriate

HUMAN RELATIONS

E7

TASK 5: Foster group cohesion

- A. Clarify group mission and objective
- B. Facilitate the flow of information upward, downward and laterally
- C. Promote inter-personal cooperation
- D. Specify task requiring group cooperation
- E. Describe the importance of team work to subordinates
- F. Reward effective group efforts

TASK 6: Foster team work among subordinates groups

- A. Identify group objectives
- B. Identify unit objectives
- C. Relate group objective to unit objectives
- D. Specify task requiring intergroup cooperation
- E. Facilitate discussion among group leaders
- F. Promote intergroup activities
- G. Develop and provide specific situations to facilitate intercommunication among various groups in the unit

TASK 7: Foster human relations programs

- A. Identify human relations programs and referal agencies
- B. Develop unit human relations plan integrating requirements from higher authority as applicable to unit situation and needs
- C. Implement human relations programs
- D. Train subordinates to assume responsibilities and duties under specific human relations programs
- E. Ensure that subordinates practice human relations duties
- F. Identify potential human relations problems before they develop
- G. Resolve potential problems

HUMAN RELATIONS

E7

Motivation

TASK 8: Apply motivation skills

- A. Define theory of motivation
- B. Distinguish between internal and external motivation
- C. Give examples of internal motivation
- D. Give examples of external motivation
- E. Describe a situation where each type of motivation is applicable
- F. Specify the relationships between rewards/punishment and motivation
- G. Understand the importance of positive feedback on motivational levels
- H. Gather performance data
- I. Identify performance standards
- J. Compare performance standards and performance data
- K. Provide positive or constructive feedback

TASK 9: Demonstrate understanding of own attitudes and beliefs about others

- A. State how attitudes and beliefs are formed
- B. Recognize impact of such beliefs on perception
- C. State how stereotypes are formed
- D. Identify major reference groups you belong to
- E. Describe commonly held values and beliefs of the reference group
- F. Compare personal beliefs with reference groups beliefs

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HUMAN RELATIONS

E7

TASK 10: Integrate individual needs
with organizational needs

- A. State how needs influence behavior
- B. Identify subordinates' needs
- C. Identify organizational needs
- D. Explain organizational expectations about performance
- E. Solicit subordinates' expectations about organizational needs
- F. Understand how integration of individual and organizational needs will benefit the individual
- G. Develop with the subordinate a plan to integrate individual needs with organizational needs
- H. Implement plan
- I. Identify areas of inconsistency between individual and organizational needs
- J. Solicit feedback from subordinates
- K. Evaluate effectiveness of plan and modify as required

TASK 11: Express empathy

- A. Recognize subordinates' feelings
- B. Demonstrate attentive behavior
- C. Reflect understanding of subordinates' feelings
- D. Continually display concern

TASK 12: Demonstrate respect for dignity of others

- A. Make supportive statements about subordinates
- B. Allow subordinates opportunity to express their feelings and opinions
- C. Defend subordinates' opinions to superiors when appropriate
- D. Provide explanation to subordinates of superiors' opinions when appropriate

HUMAN RELATIONS

E7

TASK 13: Apply rewards and punishments policy equitably

- A. State theories of reward and punishment
- B. Identify material rewards and punishments that are available
- C. Identify non-material rewards and punishments that are available
- D. Identify rewards and punishments policy
- E. Relate rewards and punishments to performance levels
- F. Determine if policy is being enforced consistently and equitably

TASK 14: Help subordinates adapt to changes

- A. Understand how human behavior is affected by change
- B. Keep subordinates informed of impending and likely changes
- C. Communicate reasons for change to subordinates
- D. Identify plan for subordinates to participate in change
- E. Ask subordinates their opinions regarding changes
- F. Clarify repercussions and implications of change.

TASK 15: Foster a supportive work environment

- A. Describe a supportive climate
- B. State unit mission and objectives
- C. Set realistic subobjectives (tasks)
- D. Clarify performance standards
- E. Provide performance feedback
- F. Describe McGregor's Theory X and Theory Y model
- G. Identify situation where Theory X is appropriate
- H. Identify situation where Theory Y is appropriate
- I. Categorize present situation
- J. Encourage subordinates to participate in planning and decision making activities where appropriate
- K. Display interest in the activities of work groups

COUNSELING

E7

GOAL: To improve performance and personal adjustment of soldiers.

Performance

TASK 1: Identify subordinates who need performance counseling

- A. Review performance standards to clarify extent of shortfall
- B. Identify indicators of substandard performance
- C. Identify indicators of outstanding performance
- D. Identify substandard performers
- E. Identify outstanding performers
- F. Compare current performance with past performance history
- G. Make on-the-spot corrections when appropriate
- H. Schedule counseling session when appropriate

TASK 2: Prepare for performance counseling session

- A. Select appropriate site
- B. Select appropriate date/time
- C. Notify individual
- D. Review job performance standards
- E. Gather data
- F. Identify performance counseling techniques
- G. Select appropriate counseling techniques
- H. Identify capabilities and limitations of counselor/situation

TASK 3: Conduct performance counseling session.

- A. Establish rapport
- B. Identify objective of counseling session
- C. Provide performance feedback to soldier
- D. Clarify individual's perception of performance shortfalls
- E. Discuss plan for improvement
- F. Practice active listening
- G. Recognize non-verbal cues
- H. Assist the soldier in developing a course of action for performance improvement
- I. State when performance will be reevaluated
- J. Inform soldier of penalty for continued poor performance
- K. Summarize and review session
- L. Identify follow-up action
- M. Close counseling session

COUNSELING

E7

TASK 4: Monitor follow-up course of action (performance counseling)

- A. Provide constructive feedback
- B. Reward improved performance
- C. Take disciplinary action as required
- D. Identify further action required
- E. Integrate results/actions of counseling session with the commander when appropriate

Personal

TASK 5: Identify subordinates who need personal counseling

- A. Identify individual indicators of personal problems (i.e., use of drugs)
- B. Identify organizational indicators of personal problems (i.e., AWOL's, sick calls)
- C. Identify personnel who display these indicators
- D. Gather data to substantiate indicators of personal problems
- E. Schedule counseling session as required

TASK 6: Prepare for personal counseling session

- A. Notify individual
- B. Select appropriate site
- C. Select appropriate date/time
- D. Organize data to present to soldier
- E. Identify capabilities and limitations of counselor/situation
- F. Review referral capabilities

TASK 7: Conduct personal counseling session

- A. Establish rapport
- B. State purpose of counseling session
- C. Provide soldier with reason for counseling session
- D. Ask questions to clarify soldier's perception of the problem
- E. Practice active listening
- F. Recognize non-verbal cues
- G. Select appropriate counseling techniques
- H. Restate main thoughts and feelings expressed by the soldier
- I. Assist the soldier in developing a plan for improvement
- J. Assess extent of the problem
- K. Define the problem in precise behavioral terms
- L. List desired objectives and options
- M. Set specific objectives
- N. Refer soldier to appropriate referring agency as required
- O. Establish follow-up action
- P. Close counseling session

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COUNSELING

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TASK 8: Monitor follow-up course of action (personal counseling)

- A. Provide constructive feedback
- B. Reward improved behavior as appropriate
- C. Identify further action required
- D. Integrate results/actions of counseling session with the commander when appropriate

TASK 9: Make appropriate referral

- A. Identify referral agencies
- B. Describe capabilities of supportive agencies
- C. Determine whether referral is possible
- D. Make referral as required
- E. Follow-up on referral

SUPERVISION

E-7

GOAL: To coordinate and direct the accomplishment of the unit's mission in accordance with prescribed standards

Directing

TASK 1: Enforce compliance with unit procedures

- A. Identify unit procedures
- B. Communicate procedures to subordinates
- C. Evaluate compliance with procedures
- D. Provide feedback to superiors on effectiveness of procedures
- E. Revise procedures as appropriate

TASK 2: Identify and adopt successful organizational procedures employed by like units

- A. Observe own unit
- B. Observe like unit(s)
- C. Identify differences in procedures
- D. Relate differences to effectiveness
- E. Identify successful procedures
- F. Recommend adopting successful procedures

TASK 3: Select appropriate leadership style

- A. Understand impact of leadership style on performance
- B. Identify different leadership styles
- C. Identify when different styles are applicable
- D. Analyze specific situation
- E. Apply most effective style
- F. Solicit feedback
- G. Modify style as appropriate

TASK 4: Enforce discipline

- A. Identify indicators of discipline
- B. Assess state of discipline in the unit
- C. Note deficiencies
- D. Take corrective action if appropriate
- D. Notify commander

Organizing

TASK 5: Organize use of equipment

- A. Inventory equipment
- B. Identify SOP for equipment use
- C. Implement SOP

SUPERVISION

E-7

TASK 6: Organize use of personnel

- A. Identify unit's mission
- B. Identify personnel assigned
- C. Assign personnel to their MOS

Inspecting

TASK 7: Perform inspections

- A. Identify effectiveness indicators
 - B. Conduct inspections to identify deficiencies
 - C. Perform spot checks
 - D. Provide feedback on inspection results to supervisors and subordinates
 - E. Develop plan to eliminate deficiencies
-
- A. Determine performance measurements
 - B. Set standards
 - C. Compare measurements and standards
 - D. Determine corrective actions
 - E. Take corrective actions
 - F. Re-evaluate new performance measures

TASK 8: Evaluate subordinates' and group's performance

- A. Inspect maintenance operations
- B. Evaluate maintenance operations
- C. Insure compliance with accepted procedures
- D. Make spot checks
- E. Evaluate maintenance training
- F. Report maintenance problems

Maintaining

TASK 9: Supervise performance of maintenance function

- A. Identify individual training requirements
- B. Assess individual performance skill levels
- C. Develop training program
- D. Implement training program
- E. Recommend improved methods
- F. Implement OJT program
- G. Inspect training
- H. Make corrections
- I. Report training status to superiors and subordinates

Training

TASK 10: Train subordinates

SUPERVISION

E-7

TASK 11: Train unit

Motivating

TASK 12: Apply rewards and punishment policy equitably

- A. State theories of reward and punishment
- B. Identify materiel rewards and punishment that are available
- C. Identify nonmaterial rewards and punishment that are available
- D. Identify rewards and punishment policy
- E. Relate rewards and punishment to performance levels
- F. Determine if policy is being enforced consistently and equitably

TASK 13: Serve as unit spokesman

- A. Maintain accessibility to subordinates
- B. Clarify information from subordinates
- C. Interpret subordinates' communication to superiors
- D. Interpret superiors' decision to subordinates
- E. Maintain close contact with subordinates

TASK 14: Foster group cohesion

- A. Clarify group mission and objectives
- B. Facilitate the flow of information upward, downward and laterally
- C. Promote inter-personal cooperation
- D. Specify task requiring group cooperation
- E. Describe the importance of teamwork to subordinates
- F. Reward effective group efforts

MANAGEMENT SCIENCE

GOAL: To apply a variety of command and control techniques

Setting Objectives

TASK 1: Set objectives

- A. Identify unit's mission
- B. List tasks that will accomplish objectives
- C. Clarify objectives with superiors
- D. Set standards, criteria, and measurement methods
- E. Communicate objectives and standards to subordinates
- F. Set in-progress review points
- G. Review progress
- H. Change as required

TASK 2: Identify resource requirements

- A. Identify unit's mission and objectives
- B. List resources essential to accomplish mission and objectives
- C. Identify available resources
- D. Estimate shortfalls
- E. Determine impact of short fall mission effectiveness
- F. Request additional resources as appropriate

Organizing

TASK 3: Assign work

- A. Identify objectives
- B. Identify tasks to accomplish objectives
- C. Identify resources
- D. Identify time available
- E. Match work groups to tasks
- F. Schedule work

TASK 4: Adapt to change

- A. Identify requirements for change
- B. Understand how soldiers respond to change
- C. Develop a change strategy
- D. Implement change
- E. Estimate acceptance of change strategy
- F. Help subordinates adapt to change

Evaluating

TASK 5: Analyze indicators of unit effectiveness

- A. Identify effectiveness indicators
- B. Gather unit performance data
- C. Compare data to objectives
- D. Determine deficiencies
- E. Develop action plan
- F. Monitor progress
- G. Take corrective action

TASK 6: Recommend soldiers for personnel actions

- A. Identify criteria for appropriate personnel actions
- B. Identify individual qualifying actions
- C. Assess qualification of individuals in terms of action required
- D. Make recommendation
- E. Follow up on recommendation (i.e. promotion, chapter 5)

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MANAGEMENT SCIENCE

Controlling

TASK 7: Use control measures

- A. Identify appropriate control measure
- B. Describe situation appropriate each measure
- C. Select control measures
- D. Evaluate effectiveness of control measures

TASK 8: Monitor activities through records and reports

- A. Identify requirement for records and reports
- B. Gather appropriate records and reports
- C. Evaluate records and reports
- D. Take corrective action

TASK 9: Initiate reports

- A. Identify requirements for reports
- B. Recognize individual possessing critical information
- C. Determine how and when to gather critical information
- D. Submit reports to chain of command

TASK 10: Analyze work flow

- A. Identify work to be done
- B. Identify unit's capabilities
- C. Identify outputs desired
- D. Identify elements to do the work
- E. Chart work flow
- F. Identify policies/SOPs
- G. Establish priority of work
- H. Monitor work progress
- I. Take corrective action

TASK 11: Identify external expert support requirements

- A. Identify available external support
- B. Identify requirement for external support
- C. Review procedures for requesting support
- D. Initiate request for support

Problem Solving

TASK 12: Manage crises situations

- A.. Recognize that you are in a crises situation
- B. Analyze crises situation
- C. Identify immediate critical consequences
- D. Apply modified problem-solving process as appropriate
- E. Take action
- F. Estimate effectiveness of actions
- G. Submit plan to eliminate future crises situations

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MANAGEMENT SCIENCE

TASK 13: Solve problems

- A. Identify problems
- B. Gather information
- C. Break problem down into identifiable components
- D. Identify cause for each component
- E. Set objectives
- F. Develop course of action appropriate to solve each cause
- G. Analyze advantages and disadvantages of each course of action
- H. Estimate consequences of each course of action
- I. Select course of action

TASK 14: Resolve conflict

- A. Identify the types of conflict
- B. Describe conflict
- C. Identify sources of conflict
- D. State desired outcome
- E. Understand behavior responses to conflict
- F. Identify major parties to the conflict
- G. Describe needs of each party
- H. Facilitate negotiation
- I. Check out how each part views the settlement
- J. Clarify the settlement for each party
- K. Establish clear line of authority and responsibility to minimize future source of conflict
- L. Monitor progress

TASK 15: Manage time

- A. Identify job requirements
- B. Establish available time
- C. Allocate time for unforeseen requirement
- D. Establish task priorities
- E. Establish a time schedule
- F. Evaluate task progress
- G. Revise time schedule as appropriate

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DECISION MAKING

E-7

GOAL: To apply the decision making process

TASK 1: Make a decision

- A. Describe desired outcomes
- B. Classify outcomes as to importance
- C. Describe alternatives from which to choose
- D. Estimate time required for each alternative
- E. Evaluate alternatives against outcomes
- F. Search for additional alternatives as required
- G. Revise objectives if all alternatives fail
- H. Choose best alternative
- I. Assess adverse consequences from the choice
- J. Monitor effects of final decision (minimized adverse consequences)
- K. Follow up on decision

TASK 2: Carry out higher level decisions

- A. Communicate understanding of decision
- B. Estimate impact of decision on unit operations
- C. Formulate plan to implement decision
- D. Implement plan according to SOP's

PLANNING

E7

GOAL: To establish predetermined course of action to meet unit mission

TASK 1: Make a plan

- A. Identify unit mission
- B. Determine objectives required to support unit mission
- C. List tasks required to support the objectives
- D. Prioritize tasks
- E. Determine resources needed
- F. Assign suspense
- G. Assign task responsibilities
- H. Draft plan
- I. Coordinate with all sections concerned
- J. Revise plan as appropriate

TASK 2: Implement a plan

- A. Communicate purpose of plan to subordinates
- B. Develop an evaluation scheme
- C. Notify relevant personnel of responsibilities IAW the plan
- D. Clarify responsibilities and task performance
- E. Monitor progress of plan
- F. Make revision of a plan as required

TASK 3: Organize work groups

- A. State work groups objectives
- B. Analyze available resources
- C. Establish work group size and structure
- D. Assign personnel to work group
- E. Assign tasks to work group
- F. Assess task accomplishment

TASK 4: Assign work

TASK 5: Recommend procedural changes

- A. Identify deficiencies and obstacles to work production caused by existing policies and procedures
- B. Determine if deficiencies and obstacles can be overcome
- C. Propose a change
- D. Assess the impact of change
- E. Draft recommended change
- F. Seek approval for recommended change
- G. Communicate approved change to subordinates

ETHICS

GOAL: To reflect an appropriate and trustworthy example

Professional Responsibilities

TASK 1: Demonstrate familiarity with documents that articulate standards of conduct

- A. Discuss the oath of enlistment and explain its important sections
- B. Distinguish between officers, commission officers, warrant officers, and enlisted personnel in terms of their role requirements
- C. Describe the standards of conduct implied and articulated in AR 600-20 and The Uniform Code of Military Justice

TASK 2: Describe the relationship between the characteristics of a professionalism and ethical behavior

- A. Describe the relationship between specialized expertise and professionalism
- B. Describe the concept of corporatism
- C. Describe the concept of working for the public interest
- D. Relate the importance of a code of ethics to professional status

TASK 3: Discuss the value of a professional code of ethics for the Army

- A. State the purposes of a professional code of ethics
- B. Discuss implementation of a code of ethics in a profession
- C. Discuss if the Army has a code of ethics
- D. Evaluate concept of duty, honor, country as a code
- E. Discuss implementation of a code of ethics in the Army

TASK 4: Foster an ethical environment

- A. Understand behavioral guidelines for appropriate and inappropriate conduct of soldiers
- B. Communicate guidelines to subordinates
- C. Identify ethical issues
- D. Identify ethical dilemmas
- E. Review procedures, rules, and regulations for inconsistencies
- F. Allow subordinates to raise questions
- G. Identify pressures that promote unethical/inappropriate behavior
- H. Discuss the differences between ideal and actual standards
- I. Recognize violations of professional and ethical standards
- J. Identify need for corrective action
- K. Make on-the-spot corrections
- L. Recommend punishment of incorrect ethical and professional behavior appropriately
- M. Praise correct ethical and professional behavior appropriately
- N. Call attention to outstanding examples of correct or incorrect behavior
- O. Counsel subordinates who are not setting an appropriate example

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ETHICS

TASK 6: Understand value conflicts

- A. State how values are formed
- B. Describe favorable influences on value development
- C. Describe negative influences on value development
- D. Discuss how to assess value systems
- E. Describe how values can conflict
- F. Describe the impact of value conflicts
- G. State how value conflicts can be minimized or resolved
- H. Assess personal values
- I. Assess values of subordinates
- J. Compare the two groups of values
- K. Assess the overlap and differences in values

Individual

TASK 7: Set the example

- A. Identify desired behavioral standards
- B. Maintain consistency between actions and statements
- C. Report accurately
- D. Communicate honestly
- E. Demonstrate fairness
- F. Demonstrate consistency in dealing with people
- G. Practice self-control/self-discipline
- H. Show respect for subordinates
- I. Identify and avoid compromising or potentially embarrassing situations
- J. Maintain social distance from subordinates
- K. Accept responsibility for actions
- L. Avoid conflicts of interest
- M. List negative leader behaviors
- N. Explain negative leader behaviors
- O. Describe the importance of subordinates' perception of the appropriateness and inappropriateness of leadership behavior
- P. Avoid excessive self-interest and selfishness

TASK 9: Describe typical ethical situations

- A. Identify ethical conflicts
- B. Describe the components of situations that imply an ethical dilemma
- C. Evaluate how components might be changed
- D. Evaluate feasibility of making changes
- E. Assess repercussions for making a change
- F. Assess repercussions for making no change
- G. Describe common unethical norms

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ETHICS

TASK 9: Understand the ethical implications of decisions and actions

- A. Describe an ethical situation pertaining to a decision or action
- B. State the organization's mission objectives
- C. List the ethical advantages and disadvantages of each course of action
- D. Understand the ethical impact of each course of action
- E. Assess the probabilities of the occurrence of each outcome
- F. Integrate the ethical assessment into decisionmaking

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LEADERSHIP TASK LIST

E8

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COMMUNICATION

GOAL: To communicate effectively with subordinates, peers, and superiors

Intrapersonal

TASK 1: State how individual attitudes, beliefs, values, and experiences affect communication

- A. Identify factors that affect attention (contrast, movement)
- B. Identify factors that affect perception (motives, prior experience)

TASK 2: Conduct self-assessment in terms of physical, mental, and emotional states as they impact on communication behavior

- A. Identify physical strengths and weaknesses
- B. Identify mental strengths and weaknesses
- C. Identify emotional strengths and weaknesses

TASK 3: Evaluate how situational factors affect communication behavior

- A. Describe the impact of different work group organizations on communication behavior
- B. Describe the impact of regional differences (e.g., dialects) on communication behavior

TASK 4: Maintain consistency between actions and communications

Interpersonal

TASK 5: Identify factors that affect reception and sending ability

- A. State rules for good reception of information
- B. State rules for good sending of information
- C. Identify obstacles to effective reception and sending

TASK 6: Listen and/or read for content

- A. Identify major theme of a message
- B. State the ideas contained in the theme
- C. Identify facts supporting each of the major ideas
- D. Summarize the key ideas
- E. Paraphrase the ideas

TASK 7: Listen and/or read for feeling

- A. Understand the impact of emotion on reception and sending
- B. State techniques that preclude emotional bias

TASK 8: Recognize nonverbal communication

- A. State the principles of nonverbal communication
- B. Identify nonverbal cues in oral message
- C. Compare nonverbal cues with verbal cues
- D. Determine the consistency between verbal and nonverbal communication

TASK 9: Interpret impact of symbolic communication

- A. Identify elements of symbolic communication
- B. Describe how elements enhance or detract from effective communication

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COMMUNICATION

- **TASK 10:** Speak clearly
 - A. Gather relevant information
 - B. Organize major ideas in one's mind
 - C. Use correct syntax and grammar
 - D. Project voice level appropriately
 - E. Enunciate properly
 - **TASK 11:** Inform subordinates, peers and superiors
 - A. Determine what information should be sent
 - B. Identify methods to send information
 - C. Select the appropriate method based on the kind of information being sent
 - D. Prepare the message
 - E. Transmit the message
 - > **TASK 12:** Conduct informal brief
 - A. Perceive need to present brief
 - B. Articulate the objective of the brief
 - C. Identify the type of brief (information, decision, staff, mission)
 - D. Gather data
 - E. Practice the brief
 - F. Speak clearly
 - G. Present brief
- Organization
- **TASK 13:** Identify principles of organizational communication
 - A. Describe formal communication channels
 - B. Describe informal communication channels
 - C. Describe factors that impact organizational communication environment
 - **TASK 14:** Use formal communication channels
 - A. Identify conditions/situations calling for use of formal channels
 - B. Select appropriate formal channels
 - C. Send message using formal channels
 - D. Describe impact of sending messages by formal channels
 - **TASK 15:** Use informal communication channels
 - A. Identify conditions/situations calling for the use of informal channels
 - B. Select most effective informal channel
 - C. Send message using informal channels
 - D. Describe impact of sending messages by informal channels
 - **TASK 16:** Foster an environment that enhances effective communication
 - A. Identify factors that enhance effective communication
 - B. Encourage accurate reporting
 - C. Reward accurate communication behavior
 - D. Maintain consistency between words and communications
 - E. Identify factors that inhibit effective communication
 - F. Remove inhibitors when possible
 - G. Provide feedback to subordinates and superiors for messages received

COMMUNICATION

* TASK 17: Conduct meetings

- A. Establish purpose
- B. Select location, time, attendees
- C. Construct meeting
- D. Facilitate group participation
- E. Evaluate meeting progress with respect to agenda
- F. Summarize meeting
- G. Followup when appropriate

HUMAN RELATIONS

E8

GOAL: To apply the basic principles and techniques of human behavior in dealing with soldiers

Integration

TASK 1: Foster reception and integration plan.

- A. Assist in developing plan to integrate new personnel
- B. Communicate plan to appropriate personnel in unit
- C. Describe the impact of a new job on motivation and attitude
- D. Identify new personnel
- E. Interview new personnel as appropriate
- F. Inform dependents of new personnel of unit's mission and installation services and facilities
- G. Solicit feedback from new personnel

Development

TASK 2: Provide opportunities to subordinates for continuing self-development.

- A. Understand the relationship between training, education and motivation theories
- B. Describe the impact of education on attitude formation
- C. Collect information about internal and external training programs and developmental opportunities
- D. Inform subordinates of the programs and opportunities
- E. Schedule work so that subordinates can participate in training/educational programs
- F. Identify financial assistance programs
- G. Solicit feedback on all self-improvement programs
- H. Reinforce participation of subordinates in program
- I. Request school quotas

HUMAN RELATIONS

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TASK 3: Assist in career planning

- A. Identify and be familiar with career planning resources
- B. Discuss long-term career planning with subordinates
- C. Discuss short-term career planning with subordinates
- D. Recommend transfer of subordinates to career progressive jobs when appropriate
- E. Express concern for the subordinates to continually maximize their potential

TASK 4: Foster group cohesion

- A. Recognize essential elements of successful group cohesion
- B. Instruct subordinates on elements of successful group cohesion
- C. Apply the elements of group cohesion
- D. Foster a supportive work environment
- E. Foster team work among subordinates groups
- F. Solicit feedback through informal and formal channels

TASK 5: Foster human relations programs

- A. Identify human relations programs and referal agencies
- B. Assist in developing unit human relations programs integrating requirements from higher authority as applicable to unit situation and needs
- C. Implement human relation programs
- D. Train subordinates to assume responsibilities and duties under specific human relations programs
- E. Ensure that subordinates practice human relations duties
- F. Identify potential human relations problems before they develop
- G. Resolve potential problems

Motivation

TASK 6: Apply motivation skills

- A. Define theory of motivation
- B. Distinguish between internal and external motivation
- C. Give examples of internal motivation
- D. Give examples of external motivation
- E. Describe a situation where each type of motivation is applicable
- F. Specify the relationships between rewards/punishment and motivation
- G. Understand the importance of positive feedback on motivational levels
- H. Gather performance data
- I. Identify performance standards
- J. Compare performance standards and performance data
- K. Provide positive or constructive feedback

TASK 7: Demonstrate understanding of own attitudes and beliefs about others

- A. State how attitudes and beliefs are formed
- B. Recognize impact of such beliefs on perception
- C. State how stereotypes are formed
- D. Identify major reference groups you belong to
- E. Describe commonly held values and beliefs of the reference group
- F. Compare personal beliefs with reference groups' beliefs

HUMAN RELATIONS

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TASK 8: Integrate individual needs
with organizational needs

- A. State how needs influence behavior
- B. Identify subordinates' needs
- C. Identify organizational needs
- D. Explain organizational expectations about subordinates' needs
- E. Solicit subordinates' expectations about organizational needs
- F. Understand how integration of individual and organizational needs will benefit the individual
- G. Develop with the subordinate a plan to integrate individual needs with organizational needs
- H. Implement plan
- I. Identify areas of inconsistency between individual and organizational needs
- J. Solicit feedback from subordinates
- K. Evaluate effectiveness of plan and modify as required

TASK 9: Express empathy

- A. Recognize subordinates' feelings
- B. Demonstrate attentive behavior
- C. Reflect understanding of subordinate feelings
- D. Continually display concern

TASK 10: Demonstrate respect for dignity of others

- A. Make supportive statements about subordinates
- B. Allow subordinates opportunity to express their feelings and opinions
- C. Defend subordinates' opinions to superiors when appropriate
- D. Provide explanation to subordinates of superiors' opinions when appropriate

HUMAN RELATIONS

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TASK 11: Apply rewards and punishments equitably

- A. State theories of reward and punishment
- B. Identify material rewards and punishments that are available
- C. Identify non-material rewards and punishments that are available
- D. Assist in developing rewards and punishments policy
- E. Relate rewards and punishments to performance levels
- F. Determine if policy is being enforced consistently and equitably by gaining feedback from formal/informal communications channels

TASK 12: Help subordinates adapt to changes

- A. Understand how human behavior is affected by change
- B. Keep subordinates informed of impending and likely changes
- C. Communicate reasons for change to subordinates
- D. Assist in developing plan for subordinates to participate in change
- E. Ask subordinates their opinions regarding changes
- F. Clarify repercussions and implications of change.

COUNSELING

E8

GOAL: To improve performance and personal adjustment of soldiers.

Performance

TASK 1: Identify subordinates who need performance counseling

- A. Review performance standards to clarify extent of shortfall
- B. Identify indicators of substandard performance
- C. Identify indicators of outstanding performance
- D. Identify substandard performers
- E. Identify outstanding performers
- F. Compare current performance with past performance history
- G. Make on-the-spot corrections when appropriate
- H. Schedule counseling session when appropriate

TASK 2: Prepare for performance counseling session

- A. Select appropriate site
- B. Select appropriate date/time
- C. Notify individual
- D. Review job performance standards
- E. Gather data
- F. Identify performance counseling techniques
- G. Select appropriate counseling techniques
- H. Identify capabilities and limitations of counselor/situation

TASK 3: Conduct performance counseling session

- A. Establish rapport
- B. Identify objective of counseling session
- C. Provide performance feedback to soldier
- D. Clarify individual's perception of performance shortfalls
- E. Discuss plan for improvement
- F. Practice active listening
- G. Recognize non-verbal cues
- H. Assist the soldier in developing course of action for performance improvement
- I. State when performance will be reevaluated
- J. Inform soldier of penalty for continued poor performance
- K. Summarize and review session
- L. Identify follow-up action
- M. Close counseling session

COUNSELING

E8

TASK 4: Monitor follow-up course of action (performance counseling)

- A. Provide constructive feedback
- B. Reward improved performance
- C. Take disciplinary action as required
- D. Identify further action required

Personal

TASK 5: Identify subordinates who need personal counseling

- A. Identify individual indicators of personal problems (i.e., use of drugs)
- B. Identify organizational indicators of personal problems (i.e., AWOL's, sick calls)
- C. Identify personnel who display these indicators
- D. Gather data to substantiate indicators of personal problems
- E. Schedule counseling session as required

TASK 6: Prepare for personal counseling session

- A. Notify individual
- B. Select appropriate site
- C. Select appropriate date/time
- D. Organize data to present to soldier
- E. Identify capabilities and limitations of counselor/situation
- F. Review referral capabilities

TASK 7: Conduct personal counseling session

- A. Establish rapport
- B. State purpose of counseling session
- C. Provide soldier with reason for counseling session
- D. Ask questions to clarify soldier's perception of the problem
- E. Practice active listening
- F. Recognize non-verbal cues
- G. Select appropriate counseling techniques
- H. Restate main thoughts and feelings expressed by the soldier
- I. Assist the soldier in developing a plan for improvement
- J. Assess extent of the problem
- K. Define the problem in precise behavioral terms
- L. List desired objectives and options
- M. Set specific objectives
- N. Refer soldier to appropriate referral agency as required
- O. Establish follow-up action
- P. Close counseling session

COUNSELING

E8

TASK 8: Monitor follow-up course of action (personal counseling)

- A. Provide constructive feedback
- B. Reward improved behavior as appropriate
- C. Identify further action required

TASK 9: Make appropriate referral

- A. Identify referral agencies
- B. Describe capabilities of supportive agencies
- C. Determine whether referral is possible
- D. Make referral as required
- E. Follow-up on referral

Environment

TASK 10: Foster the conduct of counseling in the unit.

- A. Encourage counseling by subordinates
- B. Provide counseling training
- C. Model good counseling behavior
- D. Facilitate referrals
- E. Monitor follow-up actions
- F. Integrate results/actions of counseling sessions with those of the commander when appropriate

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SUPERVISION

E-8

GOAL: To coordinate and direct the accomplishment of the unit's mission in accordance with prescribed standards

Directing

TASK 1: Enforce compliance with unit procedures

- A. Identify unit procedures
- B. Communicate procedures to subordinates
- C. Evaluate compliance with procedures
- D. Provide feedback to superiors on effectiveness of procedures
- E. Revise procedures as appropriate

TASK 2: Identify and adopt successful organizational procedures employed by like units

- A. Observe own unit
- B. Observe like unit(s)
- C. Identify differences in procedures
- D. Relate differences to effectiveness
- E. Identify successful procedures
- F. Recommend adopting successful procedures

TASK 3: Select appropriate leadership style

- A. Understand impact of leadership style on performance
- B. Identify different leadership styles
- C. Identify when different styles are applicable
- D. Analyze specific situation
- E. Apply most effective style
- F. Solicit feedback
- G. Modify style as appropriate

TASK 4: Enforce discipline

- A. Identify indicators of discipline
- B. Assess state of discipline in the unit
- C. Note deficiencies
- D. Take corrective action if appropriate
- E. Notify commander

Organizing

TASK 5: Organize use of equipment

- A. Inventory equipment
- B. Identify SOP for equipment use
- C. Implement SOP

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SUPERVISION

E-8

TASK 6: Organize use of personnel

- A. Identify unit's mission
- B. Identify personnel assigned
- C. Assign personnel to their MOS

Inspecting

TASK 7: Perform inspections

- A. Identify effectiveness indicators
- B. Conduct inspections to identify deficiencies
- C. Perform spot checks
- D. Provide feedback on inspection results to supervisors and subordinates
- E. Develop plan to eliminate deficiencies

TASK 8: Supervise the conduct of inspections

- A. Provide policy guidance
- B. Define and supplement policy guidance from higher headquarters
- C. Establish program to implement policy guidance
- D. Schedule inspections (formal)
- E. Perform spot checks (informal) when appropriate
- F. Recognize deficiencies
- G. Provide feedback on inspection results
- H. Recommend corrective action

TASK 9: Evaluate individual performance

- A. Identify performance criteria
- B. Gather performance data
- C. Compare data to criteria
- D. Counsel subordinates
- E. Reward subordinates
- F. Write EER
- G. Review EER with subordinate
- H. Submit EER

TASK 10: Evaluate group performance

- A. Determine performance measures
- B. Set standards
- C. Compare measures and standards
- D. Determine corrective action
- E. Take action
- F. Re-evaluate on basis of new performance

SUPERVISION

E-8

Maintaining

TASK 11: Supervise performance of maintenance functions

- A. Inspect maintenance operations
- B. Evaluate maintenance operations
- C. Insure compliance with accepted procedures
- D. Make spot checks
- E. Evaluate maintenance training
- F. Report maintenance problems

Training

TASK 12: Train subordinates

- A. Identify individual training requirements
- B. Assess individual performance skill levels
- C. Develop training program
- D. Implement training program
- E. Recommend improved methods
- F. Implement OJT program
- G. Inspect training
- H. Make corrections
- I. Report training status to superiors and subordinates

TASK 13: Train unit

Motivating

TASK 14: Apply rewards and punishment policy equitably

- A. State theories of reward and punishment
- B. Identify material rewards and punishments that are available
- C. Identify nonmaterial rewards and punishments that are available
- D. Identify rewards and punishment policy
- E. Relate rewards and punishment to performance levels
- F. Determine if policy is being enforced consistently and equitably

TASK 15: Serve as unit spokesman

- A. Maintain accessibility to subordinates
- B. Clarify information from subordinates
- C. Interpret subordinates' communication to superiors

TASK 16: Foster group cohesion

- D. Interpret superiors' decision to subordinates
- A. Clarify group mission and objectives
- B. Facilitate the flow of information upward, downward and laterally
- C. Promote inter-personal cooperation
- D. Specify task requiring group cooperation
- E. Describe the importance of teamwork to subordinates
- F. Reward effective group efforts

MANAGEMENT SCIENCE

GOAL: To apply a variety of command and control techniques

Setting Objectives

TASK 1: Set objectives

- A. Identify unit's mission
- B. List tasks that will accomplish objectives
- C. Clarify objectives with superiors
- D. Set standards, criteria, and measurement methods
- E. Communicate objectives and standards to subordinates
- F. Set in-progress review points
- G. Review progress
- H. Change as required

TASK 2: Identify resource requirements

- A. Identify unit's mission and objectives
- B. List resources essential to accomplish mission and objectives
- C. Identify available resources
- D. Estimate shortfalls
- E. Determine impact of short fall on mission effectiveness
- F. Request additional resources as appropriate

Organizing

TASK 3: Assign work

- A. Identify objectives
- B. Identify tasks to accomplish objectives
- C. Identify resources
- D. Identify time available
- E. Match work groups to tasks
- F. Schedule work

TASK 4: Adapt to change

- A. Identify requirements for change
- B. Understand how soldiers respond to change
- C. Develop a change strategy
- D. Implement change
- E. Estimate acceptance of change strategy
- F. Help subordinates adapt to change

Evaluating

TASK 5: Analyze indicators of unit effectiveness

- A. Identify effectiveness indicators
- B. Gather unit performance data
- C. Compare data to objectives
- D. Determine deficiencies
- E. Develop action plan
- F. Monitor progress
- G. Take corrective action

TASK 6: Recommend soldiers for personnel actions

- A. Identify criteria for appropriate personnel action
- B. Identify individual qualifying actions
- C. Assess qualification of individuals in terms of action required
- D. Make recommendation
- E. Follow up on recommendation (i.e. promotion, chapter 5)

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MANAGEMENT SCIENCE

Controlling

TASK 7: Use control measures

- A. Identify appropriate control measure
- B. Describe situation appropriate for each measure
- C. Select control measures
- D. Evaluate effectiveness of control measures

TASK 8: Monitor activities through records and reports

- A. Identify requirement for records and reports
- B. Gather appropriate records and reports
- C. Evaluate records and reports
- D. Take corrective action

TASK 9: Initiate reports

- A. Identify requirements for reports
- B. Determine critical data needed
- C. Recognize individual possession of critical information
- D. Determine how and when to gather critical information
- E. Establish a mechanism to gather information
- F. Decide on best method to collect and report information
- G. Submit reports to chain of command

TASK 10: Analyze work flow

- A. Identify work to be done
- B. Identify unit's capabilities
- C. Identify outputs desired
- D. Identify elements to do the work
- E. Chart work flow
- F. Specify policies/SOPs
- G. Establish priority of work
- H. Monitor work progress
- I. Take corrective action

TASK 11: Identify external expert support requirements

- A. Identify available external support
- B. Identify requirement for external support
- C. Review procedures for requesting support
- D. Initiate request for support

Problem Solving

TASK 12:

Manage crises situation

- A. Recognize that you are in a crises situation
- B. Analyze crises situation
- C. Identify immediate critical consequences
- D. Apply modified problem-solving process as appropriate
- E. Take action
- F. Estimate effectiveness of actions
- G. Submit plan to eliminate future crises situations

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MANAGEMENT SCIENCE

TASK 13: Solve problems

- A. Identify problems
- B. Gather information
- C. Break problem down into identifiable components
- D. Identify cause for each component
- E. Set objectives
- F. Develop course of action appropriate to solve each cause
- G. Analyze advantages and disadvantages of each course of action
- H. Estimate consequences of each course of action
- I. Select course of action

TASK 14: Manage conflict

- A. Determine if conflict is or is desired
- B. Reduce area of conflict
- C. Establish alternative acceptable objectives

TASK 15: Resolve conflict

- A. Identify the types of conflict
- B. Describe conflict
- C. Identify sources of conflict
- D. State desired outcome
- E. Understand behavior responses to conflict
- F. Identify major parties to the conflict
- G. Describe needs of each party
- H. Facilitate negotiation
- I. Check out how each part views the settlement
- J. Clarify the settlement for each part
- K. Establish clear line of authority and responsibility to minimize future source of conflict
- L. Monitor progress

TASK 16: Manage time

- A. Identify job requirements
- B. Establish available time
- C. Allocate time for unforeseen requirement
- D. Establish task priorities
- E. Establish a time schedule
- F. Evaluate task progress
- H. Revise time schedule as appropriate

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DECISION MAKING

E-8

GOAL: To apply the decision making process

TASK 1: Make a decision

- A. Describe desired outcomes
- B. Classify outcomes as to importance
- C. Describe alternatives from which to choose
- D. Estimate time required for each alternative
- E. Evaluate alternatives against outcomes
- F. Search for additional alternatives as required
- G. Revise objectives if all alternatives fail
- H. Choose best alternative
- I. Assess adverse consequences from the choice
- J. Monitor effects of final decision (minimized adverse consequences)
- K. Follow up on decision

TASK 2: Carry out higher level decisions

- A. Communicate understanding of decision
- B. Estimate impact of decision on unit operations
- C. Formulate plan to implement decision
- D. Implement plan according to SOP's

PLANNING

E8

GOAL: To establish predetermined course of action to meet unit mission

TASK 1: Make a plan

- A. Identify unit mission
- B. Determine objectives required to support unit mission
- C. List tasks required to support the objectives
- D. Prioritize tasks
- E. Determine resources needed
- F. Assign suspense
- G. Assign task responsibilities
- H. Draft plan
- I. Coordinate with all sections concerned
- J. Revise plan as appropriate

TASK 2: Implement a plan

- A. Communicate purpose of plan to subordinates
- B. Develop an evaluation scheme
- C. Notify relevant personnel of responsibilities IAW the plan
- D. Clarify responsibilities and task performance
- E. Monitor progress of plan
- F. Make revision of a plan as required

TASK 3: Organize work groups

- A. State work groups objectives
- B. Analyze available resources
- C. Establish work group size and structure
- D. Assign personnel to work group
- E. Assign tasks to work group
- F. Assess task accomplishment

TASK 4: Assign work

TASK 5: Recommend procedural changes

- A. Identify deficiencies and obstacles to work production caused by existing policies and procedures
- B. Determine if deficiencies and obstacles can be overcome
- C. Propose a change
- D. Assess the impact of change
- E. Draft recommended change
- F. Seek approval for recommended change
- G. Communicate approved change to subordinates

ETHICS

GOAL: To reflect an appropriate and trustworthy example

Professional Responsibilities

TASK 1: Demonstrate familiarity with documents that articulate standards of conduct

- A. Discuss the oath of enlistment and explain its important sections
- B. Distinguish between officers, noncommissioned officers, warrant officers, and enlisted personnel in terms of their role requirements
- C. Describe the standards of conduct implied and articulated in AR 600-20 and The Uniform Code of Military Justice

TASK 2: Discuss the components of the professional ethic

- A. Describe the relationship between the characteristics of a professional and ethical behavior
- B. Discuss the importance of professional ethical standards
- C. State the adverse consequences of a profession failing to live up to its ethical standards
- D. Describe the relationships between professional ethics and public trust in the profession mission and capabilities

TASK 3: Discuss the value of a professional code of ethics for the Army

- A. State the purposes of a professional code of ethics
- B. Discuss implementation of a code of ethics in a profession
- C. Discuss if the Army has a code of ethics
- D. Evaluate concept of duty, honor, country as a code
- E. Discuss implementation of a code of ethics in the Army

TASK 4: Explain the role of an NCO as a professional representative

- A. Describe standards of conduct required of NCOs (AR 600-20)
 - B. Explain the public's expectations of how an NCO should behave
 - C. Describe how your superiors expect you to behave
 - D. Describe how your peers expect you to behave
 - E. Describe how your subordinates expect you to behave
 - F. Clarify consistencies and inconsistencies
 - G. Explain organizational constraints on personal and professional behavior
 - H. Describe how and why role model impact of leaders increases with rank
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ETHICS

TASK 5: Foster an ethical environment

- A. Understand behavioral guidelines for appropriate and inappropriate conduct of soldiers
- B. Communicate guidelines to subordinates
- C. Identify ethical issues
- D. Identify ethical dilemmas
- E. Review procedures, rules, and regulations for inconsistencies
- F. Allow subordinates to raise questions
- G. Identify pressures that promote unethical/inappropriate behavior
- H. Discuss the differences between ideal and actual standards
- I. Recognize violations of professional and ethical standards
- J. Identify need for corrective action
- K. Make on-the-spot corrections
- L. Recommend punishment of incorrect ethical and professional behavior appropriately
- M. Praise correct ethical and professional behavior appropriately
- N. Call attention to outstanding examples of correct or incorrect behavior
- O. Counsel subordinates who are not setting an appropriate example

TASK 6: Understand value conflicts

- A. State how values are formed
- B. Describe favorable influences on value development
- C. Describe negative influences on value development
- D. Discuss how to assess value systems
- E. Describe how values can conflict
- F. Describe the impact of value conflicts
- G. State how value conflicts can be minimized or resolved
- H. Assess personal values
- I. Assess values of subordinates
- J. Compare the two groups of values
- K. Assess the overlap and differences in values

Individual

TASK 7: Set the example

- 277
- A. Identify desired behavioral standards
- B. Maintain consistency between actions and statements
- C. Report accurately
- D. Communicate honestly
- E. Demonstrate fairness
- F. Demonstrate consistency in dealing with people
- G. Practice self-control/self-discipline
- H. Show respect for subordinates
- I. Identify and avoid compromising or potentially embarrassing situations
- J. Maintain social distance from subordinates

ETHICS

TASK 7: (Cont)

- K. Accept responsibility for action
- L. Avoid conflicts of interest
- M. List negative leader behaviors
- N. Explain negative leader behaviors
- O. Describe the importance of subordinates' perception of the appropriateness and inappropriateness of leadership behavior
- P. Avoid display of excessive self-interests or selfishness

TASK 8: Describe typical ethical situations

- A. Identify ethical conflicts
- B. Describe the components of situations that imply an ethical dilemma
- C. Evaluate how components might be changed
- D. Evaluate feasibility of making changes
- E. Assess repercussions for making a change
- F. Assess repercussions for making no change
- G. Describe common unethical norms

TASK 9: Understand the ethical implications of decisions and actions

- A. Describe an ethical situation pertaining to a decision or action
- B. State the organization's mission objectives
- C. List the ethical advantages and disadvantages of each course of action
- D. Understand the ethical impact of each course of action
- E. Assess the probabilities of the occurrence of each outcome
- F. Integrate the ethical assessment into decisionmaking

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LEADERSHIP TASK LIST

E9

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COMMUNICATION

* GOAL: To communicate effectively with subordinates, peers, and superiors

Intrapersonal

TASK 1: State how individual attitudes, beliefs, values, and experiences affect communication

- A. Identify factors that affect attention (contrast, movement)
- B. Identify factors that affect perception (motives, prior experience)

TASK 2: Conduct self-assessment in terms of physical, mental, and emotional states as they impact on communication behavior

- A. Identify physical strengths and weaknesses
- B. Identify mental strengths and weaknesses
- C. Identify emotional strengths and weaknesses

TASK 3: Evaluate how situational factors affect communication behavior

- A. Describe the impact of different work group organizations on communication behavior
- B. Describe the impact of regional differences (e.g., dialects) on communication behavior

TASK 4: Maintain consistency between action and communication

Interpersonal

TASK 5: Identify factors that affect reception ability

- A. State rules for good reception of information
- B. Identify obstacles to effective reception

TASK 6: Listen for content

- A. Identify major theme of a message
- B. State the ideas contained in the theme
- C. Identify facts supporting each major idea
- D. Summarize the key ideas
- E. Paraphrase the ideas

TASK 7: Listen for feeling

- A. Understand the impact of emotion on listening
- B. State techniques that preclude emotional bias

TASK 8: Synthesize (written) information

- A. Gather information
- B. Identify main message theme
- C. Identify related information
- D. Summarize supporting information with each major message theme

TASK 9: Solicit feedback

- A. Describe elements of feedback (verbal, nonverbal)
- B. Describe methods to receive feedback
- C. Select feedback method
- D. Evaluate feedback responsiveness

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COMMUNICATION

TASK 10: Conduct meetings

- A. Establish purpose
- B. Select location, time, attendees
- C. Construct agenda
- D. Facilitate group participation
- E. Evaluate meeting progress with respect to meeting agenda
- F. Summarize meeting
- G. Followup when appropriate

TASK 11: Interview subordinates

- A. State purpose of interview
- B. Select interview method (structured/unstructured)
- C. Construct interview guide
- D. Select appropriate type of questions for selected method
- E. Schedule interview location and time
- F. Conduct interview
- G. State purpose of interview
- H. Establish rapport with interviewee
- I. Ask questions
- J. Listen for comprehension and feedback
- K. Interpret information
- L. Paraphrase statements
- M. Observe nonverbal behavior
- N. Compare nonverbal messages with verbal messages
- O. Test perception by asking questions
- P. Clarify information
- Q. Summarize information
- R. Provide closure (e.g., feedback)
- S. Terminate interview

TASK 12: Recognise nonverbal communication

- A. State the principles of nonverbal communication
- B. Identify nonverbal cues in oral message
- C. Compare nonverbal cues with verbal cues
- D. Determine the consistency between verbal and nonverbal communication

TASK 13: Interpret impact of symbolic communication

- A. Identify elements of symbolic communication
- B. Describe how elements enhance or detract from effective communication

TASK 14: Speak clearly

- A. Gather relevant information
- B. Organize major ideas in one's mind
- C. Use correct syntax and grammar
- D. Project voice level appropriately
- E. Enunciate properly

TASK 15: Inform subordinates, peers, and superiors

- A. Determine what information should be sent
- B. Identify methods to send information
- C. Select the appropriate method for the kind of information being sent
- D. Prepare the message
- E. Transmit the message

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COMMUNICATION

TASK 16: Conduct informal and formal briefs

- A. Perceive need to present brief
- B. Articulate the objective of the brief
- C. Identify the type of brief (information, decision, staff, mission)
- D. Determine style of brief (formal/informal)
- E. Gather data
- F. Practice the brief
- G. Speak clearly
- H. Present brief

TASK 17: Write a report/memorandum

- A. Perceive need to write a report/memorandum
- B. Articulate the objective of a report/memorandum
- C. Gather data
- D. Coordinate informally as appropriate
- E. Write report/memorandum
- F. Coordinate formally as appropriate
- G. Present report/memorandum

Organization

TASK 18: Identify principles of organizational communication

- A. Describe formal communication
- B. Describe informal communication channels
- C. Describe factors that impact the communication environment

TASK 19: Use formal communication channels

- A. Identify conditions/situations calling for use of formal channels
- B. Select appropriate formal channel
- C. Send message using formal channel
- D. Describe impact of sending messages by formal channels

TASK 20: Use informal communication channels

- A. Identify conditions/situations calling for the use of informal channels
- B. Select most effective informal channel
- C. Send message using informal channel
- D. Describe impact of sending messages by informal channels

TASK 16: Foster an environment that enhances effective communication

- A. Identify factors that enhance effective communication
 - B. Encourage accurate reporting
 - C. Reward accurate communication behavior
 - D. Maintain consistency between actions and communications
 - E. Identify factors that inhibit effective communication
 - F. Remove inhibitors when possible
 - G. Provide feedback to subordinates and superiors for messages received
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HUMAN RELATIONS

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GOAL: To apply the basic principles and techniques of human behavior in dealing with soldiers.

Integration

TASK 1: Foster reception and integration plan.

- A. Assist in developing plan to integrate new personnel
- B. Communicate plan to appropriate personnel in unit
- C. Describe the impact of a new job on motivation and attitude
- D. Identify new personnel
- E. Interview new personnel as appropriate
- F. Inform dependents of new personnel of unit's mission and installation services and facilities
- G. Solicit feedback from new personnel

Development

TASK 2: Provide opportunities to subordinates for continuing self-development.

- A. Understand the relationship between training, education and motivation theories
- B. Describe the impact of education on attitude formation
- C. Collect information about internal and external training programs
- D. Inform subordinates of the programs and opportunities
- E. Schedule work so that subordinates can participate in training/educational programs
- F. Identify financial assistance programs
- G. Solicit feedback on all self-improvement programs
- H. Reinforce participation of subordinates in program
- I. Request school quotas

HUMAN RELATIONS

E9

TASK 3: Assist in career planning.

- A. Identify and be familiar with career planning resources
- B. Discuss long-term career planning with subordinates
- C. Discuss short-term career planning with subordinates
- D. Recommend transfer of subordinates to career progressive jobs when appropriate
- E. Express concern for the subordinates to continually maximize their potential

TASK 4: Foster group cohesion.

- A. Recognize essential elements of successful group cohesion
- B. Instruct subordinates on elements of successful group cohesion
- C. Apply the elements of group cohesion
- D. Foster a supportive work environment
- E. Foster team work among subordinates groups
- F. Solicit feedback through informal and formal channels

TASK 5: Foster human relations programs

- A. Identify human relations programs and referal agencies
- B. Assist in developing unit human relations programs integrating requirements from higher authority as applicable to unit situation and needs
- C. Implement human relations programs
- D. Train subordinates to assume responsibilities and duties under specific human relations programs
- E. Ensure that subordinates practice human relations duties
- F. Identify potential human relations problems before they develop
- G. Resolve potential problems

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Motivation

TASK 6: Apply motivation skills.

- A. Define theory of motivation
- B. Distinguish between internal and external motivation
- C. Give examples of internal motivation
- D. Give examples of external motivation
- E. Describe a situation where each type of motivation is applicable
- F. Specify the relationships between rewards/punishment and motivation
- G. Understand the importance of positive feedback on motivational levels
- H. Gather performance data
- I. Identify performance standards
- J. Compare performance standards and performance data
- K. Provide positive or constructive feedback

TASK 7: Demonstrate understanding of own attitudes and beliefs about others.

- A. State how attitudes and beliefs are formed
- B. Recognize impact of such beliefs on perception
- C. State how stereotypes are formed
- D. Identify major reference groups you belong to
- E. Describe commonly held values and beliefs of the reference group
- F. Compare personal beliefs with reference groups beliefs

HUMAN RELATIONS

E9

TASK 8: Integrate individual needs with organizational needs

- A. State how needs influence behavior
- B. Identify subordinates' needs
- C. Identify organizational needs
- D. Explain organization expectations about subordinates' needs
- E. Solicit subordinates' expectations about organizational needs
- F. Understand how integration of individual and organizational needs will benefit the individual
- G. Develop with the subordinate a plan to integrate individual needs with organizational needs
- H. Implement plan
- I. Identify areas of inconsistency between individual and organizational needs
- J. Solicit feedback from subordinates
- K. Evaluate effectiveness of plan and modify as required

TASK 9: Express empathy.

- A. Recognize subordinates' feelings
- B. Demonstrate attentive behavior
- C. Reflect understanding of subordinates' feelings
- D. Continually display concern

TASK 10: Demonstrate respect for dignity of others.

- A. Make supportive statements about subordinates
- B. Allow subordinates opportunity to express their feelings and opinions
- C. Defend subordinates' opinions to superiors when appropriate
- D. Provide explanation to subordinates of superiors' opinions when appropriate

HUMAN RELATIONS

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Motivation

TASK 6: Apply motivation skills.

- A. Define theory of motivation
 - B. Distinguish between internal and external motivation
 - C. Give examples of internal motivation
 - D. Give examples of external motivation
 - E. Describe a situation where each type of motivation is applicable
 - F. Specify the relationships between rewards/punishment and motivation
 - G. Understand the importance of positive feedback on motivational levels
 - H. Gather performance data
 - I. Identify performance standards
 - J. Compare performance standards and performance data
 - K. Provide positive or constructive feedback
-
- A. State how attitudes and beliefs are formed
 - B. Recognize impact of such beliefs on perception
 - C. State how stereotypes are formed
 - D. Identify major reference groups you belong to
 - E. Describe commonly held values and beliefs of the reference group
 - F. Compare personal beliefs with reference groups beliefs

TASK 7: Demonstrate understanding of own attitudes and beliefs about others.

HUMAN RELATIONS

E9

TASK 11: Apply rewards and punishments equitably.

- A. State theories of reward and punishment
- B. Identify material rewards and punishments that are available
- C. Identify non-material rewards and punishments that are available
- D. Assist in developing rewards and punishments policy
- E. Relate rewards and punishments to performance levels
- F. Determine if policy is being enforced consistently and equitably by gaining feedback from formal/informal communications channels

TASK 12: Help subordinates adapt to changes.

- A. Understand how human behavior is affected by change
- B. Keep subordinates informed of impending and likely changes
- C. Communicate reasons for change to subordinates
- D. Assist in developing plan for subordinates to participate in change
- E. Ask subordinates their opinions regarding changes
- F. Clarify repercussions and implications of change.

COUNSELING

E9

GOAL: To improve performance and personal adjustment of soldiers.

Performance

TASK 1: Identify subordinates who need performance counseling.

- A. Review performance standards to clarify extent of shortfall
- B. Identify indicators of substandard performance
- C. Identify indicators of outstanding performance
- D. Identify substandard performers
- E. Identify outstanding performers
- F. Compare current performance with past performance history
- G. Make on-the-spot corrections when appropriate
- H. Schedule counseling session when appropriate

TASK 2: Prepare for performance counseling session

- A. Select appropriate site
- B. Select appropriate date/time
- C. Notify individual
- D. Review job performance standards
- E. Gather data
- F. Identify performance counseling techniques
- G. Select appropriate counseling techniques
- H. Identify capabilities and limitations of counselor/situation

TASK 3: Conduct performance counseling session.

- A. Establish rapport
- B. Identify objective of counseling session
- C. Provide performance feedback to soldier
- D. Clarify individual's perception of performance shortfalls
- E. Discuss plan for improvement
- F. Practice active listening
- G. Recognize non-verbal cues
- H. Assist the soldier in developing course of action for performance improvement
- I. State when performance will be reevaluated
- J. Inform soldier of penalty for continued poor performance
- K. Summarize and review session
- L. Identify follow-up action
- M. Close counseling session

COUNSELING

E9

TASK 4: Monitor follow-up course of action (Performance counseling)

- A. Provide constructive feedback
- B. Reward improved performance
- C. Take disciplinary action as required
- D. Identify further action required

Personal

TASK 5: Identify subordinates who need personal counseling

- A. Identify individual indicators of personal problems (i.e., use of drugs)
- B. Identify organizational indicators of personal problems (i.e., AWOL's, sick calls)
- C. Identify personnel who display these indicators
- D. Gather data to substantiate indicators of personal problems
- E. Schedule counseling session as required

TASK 6: Prepare for personal counseling session

- A. Notify individual
- B. Select appropriate site
- C. Select appropriate date/time
- D. Organize data to present to soldier
- E. Identify capabilities and limitations of counselor/situation
- F. Review referral capabilities

TASK 7: Conduct personal counseling session

- A. Establish rapport
- B. State purpose of counseling session
- C. Provide soldier with reason for counseling session
- D. Ask questions to clarify soldier's perception of the problem
- E. Practice active listening
- F. Recognize non-verbal cues
- G. Select appropriate counseling techniques
- H. Restate main thoughts and feelings expressed by the soldier
- I. Assist the soldier in developing a plan for improvement
- J. Assess extent of the problem
- K. Define the problem in precise behavioral terms
- L. List desired objectives and options
- M. Set specific objectives
- N. Refer soldier to appropriate referral agency as required
- O. Establish follow-up action
- P. Close counseling session

COUNSELING

E9

TASK 8: Monitor follow-up course of action (personal counseling)

- A. Provide constructive feedback
- B. Reward improved behavior as appropriate
- C. Identify further action required

TASK 9: Make appropriate referral

- A. Identify referral agencies
- B. Describe capabilities of supportive agencies
- C. Determine whether referral is possible
- D. Make referral as required
- E. Follow-up on referral

Environment

TASK 10: Foster the conduct of counseling in the unit

- A. Encourage counseling by subordinates
- B. Provide counseling training
- C. Model good counseling behavior
- D. Facilitate referrals
- E. Monitor follow-up actions
- F. Integrate results/actions of counseling sessions with those of the commander when appropriate

GOAL: To coordinate and direct the accomplishment of the unit's mission in accordance with prescribed standards

Directing**TASK 1: Enforce compliance with unit procedures**

- A. Identify unit procedures
- B. Communicate procedures to subordinates
- C. Evaluate compliance with procedures
- D. Provide feedback to superiors on effectiveness of procedures
- E. Revise procedures as appropriate

TASK 2: Identify and adopt successful organizational procedures employed by like units

- A. Observe own unit
- B. Observe like unit (s)
- C. Identify differences in procedures
- D. Relate differences to effectiveness
- E. Identify successful procedures
- F. Recommend adopting successful procedures

TASK 3: Select appropriate leadership style

- A. Understand the impact of leadership style on performance
- B. Identify different leadership styles
- C. Identify when different styles are applicable
- D. Analyze specific situation
- E. Apply most effective style
- F. Solicit feedback
- G. Modify style as appropriate

TASK 4: Enforce discipline

- A. Identify indicators of discipline
- B. Assess state of discipline in the unit
- C. Note deficiencies
- D. Take corrective action if appropriate
- E. Notify commander

Organizing**TASK 5: Organize use of equipment**

- A. Inventory equipment
- B. Identify SOP for equipment use
- C. Implement SOP

SUPERVISION

E-9

TASK 6: Supervise the organization of personnel

- A. Identify unit's mission
- B. Identify personnel assigned
- C. Supervise assignment of personnel to their MOS's

Inspecting

TASK 7: Perform inspections

- A. Identify effectiveness indicators
- B. Conduct inspections to identify deficiencies
- C. Perform spot checks
- D. Provide feedback on inspection results to supervisors and subordinates
- E. Develop plan to eliminate deficiencies

TASK 8: Supervise the conduct of inspections

- A. Provide policy guidance
- B. Define and supplement policy guidance from higher headquarters
- C. Establish programs to implement policy guidance
- D. Schedule inspections (formal)
- E. Perform spot checks (informal) when appropriate
- F. Recognize deficiencies
- G. Provide feedback on inspection results
- H. Recommend corrective action

TASK 9: Evaluate individual performance

- A. Identify performance criteria
- B. Gather performance data
- C. Compare data to criteria
- D. Counsel subordinates
- E. Reward subordinates
- F. Write EER
- G. Review EER with subordinates
- H. Submit EER

TASK 10: Evaluate group performance

- A. Determine performance measures
- B. Set standards
- C. Compare measures and standards
- D. Determine corrective action
- E. Take action
- F. Re-evaluate on basis of new performance

SUPERVISION

E-9

Maintaining

TASK 11: Supervise performance of maintenance function

- A. Inspect maintenance operations
- B. Evaluate maintenance operations
- C. Insure compliance with accepted procedures
- D. Make spot checks
- E. Evaluate maintenance training
- F. Report maintenance problems

Training

TASK 12: Train subordinates

- A. Identify individual training requirements
- B. Assess individual performance skill levels
- C. Develop training program
- D. Implement training program
- E. Recommend improved methods
- F. Implement OJT program
- G. Inspect training
- H. Make corrections
- I. Report training status to superiors and subordinates

TASK 13: Train unit

Motivating

TASK 14: Apply rewards and punishment policy equitably

- A. State theories of reward and punishment
- B. Identify material rewards and punishments that are available
- C. Identify nonmaterial rewards and punishments that are available
- D. Identify rewards and punishments policy
- E. Relate rewards and punishment to performance levels
- F. Determine if policy is being enforced consistently and equitably

SUPERVISION

E-9

SK 15: Serve as unit spokesman

- A. Maintain accessibility to subordinates
- B. Clarify information from subordinates
- C. Interpret subordinates' communication to superiors
- D. Interpret superiors' decision to subordinates
- E. Maintain close contact with subordinates

TASK 16: Foster group cohesion

- A. Clarify group mission and
- B. Facilitate the flow of information upward, downward and laterally
- C. Promote inter-personal cooperation
- D. Specify task requiring group cooperation
- E. Describe the importance of teamwork to subordinates
- F. Reward effective group efforts

MANAGEMENT SCIENCE

GOAL: To apply a variety of command and control techniques

Setting Objectives

TASK 1: Set objectives

- A. Identify unit's mission
- B. List tasks that will accomplish objectives
- C. Clarify objectives with superior
- D. Set standards criteria and measurement methods
- E. Communicate objectives and standards to subordinates
- F. Set in-progress review points
- G. Review progress
- H. Change as required

TASK 2: Identify resource requirements

- A. Identify unit's mission and objectives
- B. List resources essential to accomplishment mission and objectives
- C. Identify available resources
- D. Estimate shortfalls
- E. Determine impact of shortfall on mission effectiveness
- F. Request additional resources as appropriate

Organizing

TASK 3: Assign work

- A. Identify objectives
- B. Identify tasks to accomplish objectives
- C. Identify resources
- D. Identify time available
- E. Match work groups to tasks
- F. Schedule work

TASK 4: Adapt to change

- A. Identify requirements for change
- B. Understand how soldiers respond to change
- C. Implement change
- D. Estimate acceptance of change strategy
- E. Help subordinates adapt to change

Evaluating

TASK 5: Analyze indicators of unit effectiveness

- A. Identify effectiveness indicators
- B. Gather unit performance data
- C. Compare data to objectives
- D. Determine deficiencies
- E. Develop action plan
- F. Monitor progress
- G. Take corrective action

TASK 6: Recommend soldiers for personnel actions

- A. Identify criteria for appropriate personnel action
- B. Identify individual qualifying action
- C. Assess qualification of individuals in terms of action required
- D. Make recommendation
- E. Follow up on recommendation (i.e. promotion, chapter 5)

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MANAGEMENT SCIENCE

Controlling

TASK 7: Use control measures

- A. Identify appropriate control measure
- B. Describe situation appropriate for each measure
- C. Select control measures
- D. Evaluate effectiveness of cont measures

TASK 8: Monitor activities through records and reports

- A. Identify requirement for records and reports
- B. Gather appropriate records and reports
- C. Evaluate records and reports
- D. Take corrective action

TASK 9: Initiate reports

- A. Identify requirements for reports
- B. Determine critical data needed
- C. Recognize individual possessing critical information
- D. Determine how and when to gather critical information
- E. Establish a mechanism to gather information
- F. Decide on best method to collect and report information
- G. Submit reports to chain of command

TASK 10: Analyze work flow

- A. Identify work to be done
- B. Identify unit's capabilities
- C. Identify outputs desired
- D. Identify elements to do the work
- E. Chart work flow
- F. Specify policies/SOPs
- G. Establish priority of the work
- H. Monitor work progress
- I. Take corrective action

TASK 11: Identify external expert support requirements

- A. Identify available external support requirements
- B. Identify requirement for external support
- C. Review procedures for requesting support
- D. Initiate request for support

Problem Solving

TASK 12: Manage crises situation

- A. Recognize that you are in a crises situation
- B. Analyze crises situation
- C. Identify immediate critical consequences
- D. Apply modified problem-solving process as appropriate
- E. Take action
- F. Estimate effectiveness of actions
- G. Submit plan to eliminate future crises situations

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MANAGEMENT SCIENCE

TASK 13: Solve problems

- A. Identify problems
- B. Gather information
- C. Break problem down into identifiable components
- D. Identify cause for each component
- E. Set objectives
- F. Develop course of action appropriate to solve each cause
- G. Analyze advantages and disadvantages of each course of action
- H. Estimate consequences of each course of action
- I. Select course of action

TASK 14: Manage conflict

- A. Determine if conflict is or is desired
- B. Reduce area of conflict
- C. Establish alternative acceptable objective

TASK 15: Resolve conflict

- A. Identify the types of conflict
- B. Describe conflict
- C. Identify sources of conflict
- D. State desired outcome
- E. Understand behavior responses to conflict
- F. Identify major parties to the conflict
- G. Describe needs of each party
- H. Facilitate negotiation
- I. Check out how each part views the settlement
- J. Clarify the settlement for each part
- K. Establish clear line of authority and responsibility to minimize future source of conflict
- L. Monitor progress

TASK 16: Manage time

- A. Identify job requirements
- B. Estimate available time
- C. Allocate time for unforeseen requirement
- D. Establish task priorities
- E. Establish a time schedule
- F. Evaluate task progress
- G. Revise time schedule as appropriate

GOAL: To apply the decision making process

TASK 1: Make a decision

- A. Describe desired outcomes
- B. Classify outcomes as to importance
- C. Describe alternatives from which to choose
- D. Estimate time required for each alternative
- E. Evaluate alternatives against outcomes
- F. Search for additional alternatives as required
- G. Revise objectives if all alternatives fail
- H. Choose best alternative
- I. Assess adverse consequences from the choice
- J. Monitor effects of final decision (minimized adverse consequences)
- K. Follow up on decision

TASK 2: Carry out higher level decisions

- A. Communicate understanding of decision
- B. Estimate impact of decision on unit operations
- C. Formulate plan to implement decision
- D. Implement plan according to SOP's

TASK 3: Resolve urgent problems

- A. Identify the problem
- B. Break the problem down into manageable parts
- C. Gather facts and information
- D. Clarify extent of the problem
- E. Identify and list course of action
- F. Select the best course of action
- G. Assign responsibility for solution
- H. Implement the selected course of action
- I. Solicit feedback on the decision effectiveness
- J. Evaluate effectiveness of solution

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PLANNING

E9

GOAL: To establish predetermined course of action to meet unit mission

TASK 1: Make a plan

- A. Analyze the situation
- B. Identify unit missions
- C. Determine objectives required to support unit missions
- D. List tasks required to support objectives
- E. Prioritize tasks
- F. Identify unit or agencies affected
- G. Determine support/resources needed
- H. Match resources to tasks
- I. Assign suspenses/specify timeframes
- J. Assign task responsibilities
- K. Specify policies and procedures
- L. Determine intermediate goals
- M. Identify possible problems areas
- N. Outline the plan
- O. Coordinate plan with all agencies/personnel affected by plan
- P. Inform personnel of their responsibilities
- Q. Establish evaluation system
- R. Implement plan
- S. Revise plan as required

TASK 2: Implement a plan

- A. Communicate purpose of plan to subordinates
- B. Develop an evaluation scheme
- C. Notify relevant personnel of responsibilities IAW the plan
- D. Clarify responsibilities and task performance
- E. Monitor progress of plan
- F. Make revision of a plan as required

TASK 3: Organize work groups

- A. State work groups objectives
- B. Analyze available resources
- C. Establish work group size and structure
- D. Assign personnel to work group
- E. Assign tasks to work group
- F. Assess task accomplishment

TASK 4: Assign work

PLANNING

E9

TASK 5: Recommend procedural changes

- A. Identify deficiencies and obstacles to work production caused by existing policies and procedures
- B. Determine if deficiencies and obstacles can be overcome
- C. Propose a change
- D. Assess the impact of change
- E. Draft recommended change
- F. Seek approval for recommended change
- G. Communicate approved change to subordinates

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ETHICS

GOAL: To reflect an appropriate and trustworthy example

Professional Responsibilities

TASK 1: Demonstrate familiarity with documents that articulate standards of conduct

- A. Discuss the oath of enlistment explain its important sections
- B. Distinguish between officers, noncommissioned officers, warrant officer, and enlisted personnel terms of their role requirements
- C. Describe the standards of conduct implied and articulated in AR 600-200 and The Uniform Code of Military Justice

TASK 2: Discuss the components of the professional ethic

- A. Describe the relationship between the characteristics of a professional and ethical behavior
- B. Discuss the importance of professional ethical standards
- C. State the adverse consequences of a profession failing to live up to its ethical standards
- D. Describe the relationships between professional ethics and public trust in the profession mission and capabilities

TASK 3: Discuss the Army's professional code of ethics

- A. State the purposes of a professional code of ethics
- B. Discuss implementation of a code of ethics in a profession
- C. Discuss the Army's ethical code
- D. Discuss implementation of a code of ethics in the Army

TASK 4: Explain the role of an NCO as a professional representative

- A. Describe standards of conduct required of NCOs (AR 600-20)
- B. Explain the public's expectations of how an NCO should behave
- C. Describe how your superiors expect you to behave
- D. Describe how your peers expect you to behave
- E. Describe how your subordinates expect you to behave
- F. Clarify consistencies and inconsistencies
- G. Explain organizational constraints on personal and professional behavior by rank

TASK 5: Foster an ethical environment

- A. Understand behavioral guidelines for appropriate and inappropriate conduct of soldiers
- B. Communicate guidelines to subordinates
- C. Identify ethical issues
- D. Identify ethical dilemmas
- E. Review procedures, rules, and regulations for inconsistencies
- F. Allow subordinates to raise questions

ETHICS

TASK 5: (Cont)

- G. Identify pressures that promote unethical/inappropriate behavior
- H. Discuss the differences between ideal and actual standards
- I. Recognize violations of professional and ethical standards
- J. Identify need for corrective action
- K. Make on-the-spot corrections
- L. Recommend punishment of incorrect ethical and professional behavior appropriately
- M. Praise correct ethical and professional behavior appropriately
- N. Call attention to outstanding examples of correct or incorrect behavior
- O. Counsel subordinates who are not setting an appropriate example

TASK 6: Understand value conflicts

- A. State how values are formed
- B. Describe favorable influences on value development
- C. Describe negative influences on value development
- D. Discuss how to assess value systems
- E. Describe how values can conflict
- F. Describe the impact of value conflicts
- G. State how value conflicts can be minimized or resolved
- H. Assess personal values
- I. Assess values of subordinates
- J. Compare the two groups of values
- K. Assess the overlap and differences in values

Individual

TASK 7: Set the example

- A. Identify desired behavioral standards
- B. Maintain consistency between actions and statements
- C. Report accurately
- D. Communicate honestly
- E. Demonstrate fairness
- F. Demonstrate consistency in dealing with people
- G. Practice self-control/self-discipline
- H. Show respect for subordinates
- I. Identify and avoid compromise or potentially embarrassing situations
- J. Maintain social distance from subordinates
- K. Accept responsibility for actions
- L. Avoid conflicts of interest
- M. List negative leader behaviors
- N. Explain negative leader behaviors
- O. Describe the importance of subordinates' perception of the appropriateness and inappropriateness of leadership behavior

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ETHICS

TASK 8: Describe typical ethical situations

- A. Identify ethical conflicts
- B. Describe the components of situations that imply an ethical dilemma
- C. Evaluate how components might be changed
- D. Evaluate feasibility of making changes
- E. Assess repercussions for making a change
- F. Assess repercussions for making no change
- G. Describe common unethical norms

TASK 9: Understand the ethical implications of decisions and actions

- A. Describe an ethical situation pertaining to a decision or action
- B. Describe ethical predicament
- C. State the organization's mission objectives
- D. List the ethical advantages and disadvantages of each course of action
- E. Understand the ethical impact of each course of action
- F. Assess the probabilities of the occurrence of each outcome
- G. Integrate the ethical assessment into decisionmaking

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- 004 Describe US concepts and doctrine for Foreign Internal Defense (FID)
- 005 Describe US concepts, doctrine tactics, and capabilities to conduct Unconventional Warfare Operations
- 006 Describe US concepts and doctrine for conducting counterguerrilla operations

AK. SUBJECT AREA: Counter Terrorism (Personnel Protective Measures):

TASKS

- 001 Define terrorism
- 002 Describe the objectives of terrorism
- 003 Describe the personal profile of the "type" terrorist
- 004 Identify potential targets of terrorism
- 005 Describe the type terrorist group organizational structure
- 006 Describe the current methods of operation of terrorists
- 007 Describe measures to defend against terrorism
- 008 Describe the United States' capability for conducting offensive counter-terrorism operations

AL. SUBJECT AREA: Survival, Escape, Resistance, and Evasion (SERE) Code of Conduct:

TASKS

- 001 Apply techniques to live off the land
- 002 Traverse enemy/unfriendly territory
- 003 Explain the psychological stresses encountered in captivity, escape, survival, and evasion situations
- 004 Prepare an escape plan
- 005 Explain legal requirements which pertain to captors, POW's escapees, and evadees

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- 006 Anticipate and resist enemy attempts to indoctrinate, exploit, interrogate, and manipulate
- 007 Maintain physical capability to survive, escape, resist, and evade

SKILLS

Perform escape and evasion techniques (OS.30)

KNOWLEDGES

Code of conduct requirements (OK.30)

Enforcing code of conduct requirements (OR.57)

AM. SUBJECT AREA: Organizational Management/Organizational Leadership/Organizational Effectiveness:

1. COMMUNICATIONS

TASKS

- 001 Establish communication
- 002 Use Chain of Command and other formal channels of communication
- 003 Use informal channels of communication
- 004 Monitor communications
- 005 Identify/eliminate barriers to communication
- 006 Perform effective listening
- 007 Provide feedback
- 008 Analyze feedback data
- 009 Synthesize information
- 010 Interpret and communicate orders and instructions to subordinates
- 011 Conduct briefings
- 012 Conduct meetings

013 Plan for unit meetings and conferences (AI.A.47)

014 Plan/conduct commander's call (AI.A.49)

SKILLS

Speak effectively (OS.6)

Provide prompt immediate responses to requests for information (OS.29)

Use available information to make decisions (OS.33)

Speak foreign language (OS.36)

KNOWLEDGES

Operation of Inspector General (IG) System (OK.31)

RESPONSIBILITIES

Carrying out orders of superiors without hesitation (OR.33)

Determining facts to include possible courses of action (OR.44)

Sharing information about reasons for decisions (OR.53)

Participating in community affairs (OR.74)

Comparing Company advantages and disadvantages for each course of action (OR.46)

2. HUMAN RELATIONS

TASKS

001 Provide for soldiers' needs

002 Integrate new people into unit/activity

003 Integrate individual needs and goals with organizational needs/goals

004 Develop teamwork

005 Clarify roles of subordinates

006 Motivate subordinates

- 007 Control fear and panic
- 008 Establish proper leader/subordinate relationships
- 009 Initiate favorable personnel action
- 010 Initiate an unfavorable personnel action
- 011 Administer the Drug Abuse Program
- 012 Administer the Equal Opportunity Program
- 013 Apply an appropriate leadership style based on the situation
- 014 Recommend/Review/Remove Flagging Actions (AI.B.6)
- 015 Lead soldiers during combat operations (AI.G.34)

SKILLS

- Exercise considerable power over others (OS.7)
- Influence others (OS.10)
- Operate under unusually great time pressures (OS.16)
- Act on own convictions (OS.25)
- Take action/make decisions without consultation with supervisors or peers (OS.26)
- Identify potential problems of personnel (OS.32)
- Demonstrate physical courage (OS.35)

KNOWLEDGES

- Subordinates' capabilities and limitations (OK.4)
- Principles and procedures of Alcohol and Drug Abuse Program (OK.2)
- Principles and procedures of equal opportunity program (OK.3)
- Sources and agencies of assistance for personnel with problems (OK.6)
- Job requirements of your personnel (OK.7)
- Process of military leadership (OK.9)

Principles of group dynamics (OK.1)

Troop leading procedures (OK.25)

RESPONSIBILITIES

Facing immediate problems and finding quick, practical solutions (OR.13)

Assigning personnel to accomplish mission (OR.26)

Trying new or different solutions to problems, even if "tried and true" solutions exist (OR.32)

Providing an opportunity for independent, creative work (OR.48)

3. COUNSELING

TASKS

001 Perform performance counseling

002 Perform personal counseling

003 Conduct alcohol/drug abuse counseling with subordinates (AI.B.18)

004 Conduct disciplinary counseling with subordinates (AI.B.19)

005 Conduct educational (military/civilian) development counseling with subordinates (AI.B.20)

SKILLS

Use effective questionning/interviewing techniques during counseling (OS.13)

KNOWLEDGES

Your limitations as a counselor (OK.5)

4. SUPERVISION

TASKS

001 Supervise subordinates

002 Develop subordinates

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- 003 Enforce discipline
- 004 Ensure coordination is accomplished
- 005 Plan/conduct an inspection
- 006 Analyze the unit mission to determine specified and implied tasks
- 007 Assign priorities to accomplish the mission
- 008 Review organizational processes
- 009 Determine the success or failure of actions
- 010 Manage change
- 011 Supervise a unit organizational effectiveness operation
- 012 Plan for unit drills and ceremonies (AI.A.50)
- 013 Conduct unit drills and ceremonies (AI.A.51)

RESPONSIBILITIES

- Maintaining unit cohesion (OR.25)
- ~~Using~~ Efficiently use personnel and equipment (OR.25)
~~efficiently~~
- Reducing dissatisfaction (OR.37)
- Willing to assume risks (OR.54)

5. DECISIONMAKING

TASKS

- 001 Establish a decisionmaking process
- 002 Use a decisionmaking process
- 003 Manage a decisionmaking process
- 004 Prepare a staff study
- 005 Conduct job interviews (military/civilian) (AI.B.21)

006 Review staff study/decision paper (AI.C.16)

RESPONSIBILITIES

Predicting probable outcome for each course of action (OR.45)

Placing priority on meeting assigned deadlines (OR.47)

Initiating action as soon as a problem is identified (OR.59)

Willingness to sacrifice personal interests for mission
accomplishment (OR.77)

6. MANAGEMENT SCIENCE

TASKS

001 Review organizational systems and subsystems

002 Manage resources to accomplish missions

003 Conduct management by objectives

004 Request OE assistance

005 Administer an OE operation

006 Review data received from an OE operation

007 Use the four-step process of OE

008 Review the role of the OESO and the officer

009 Manage time

010 Analyze/improve work flow in unit/activity

011 Evaluate subordinates' performance

012 Manage conflict

SKILLS

Handle multiple situations/issues simultaneously (OS.20)

Act vigorously to accomplish assigned tasks despite personal
disagreement with solution or method used (OS.23)

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KNOWLEDGES

Principles and procedures of OE assistance (OK.10)

Functions of management (OK.8)

Principles of performance management (OK.13)

Techniques of "backward planning" (OK.15)

RESPONSIBILITIES

Seeking to improve your skills and consequently, improving job performance (OR.23)

Getting tasks finished in minimum time, even if non-duty time is required (OR.24)

Adjusting time lines, priorities, or opinions to accommodate other persons (OR.41)

Organizing/structuring unit or activity to accomplish mission (OR.49)

7. PLANNING

TASKS

001 Establish effective unit goals

002 Develop a plan to achieve unit goals/objectives

003 Execute/evaluate a plan

004 Establish/review SOP

005 Determine the impact of an action on a unit

006 Plan unit awards and decorations programs (AI.A.13)

007 Organize unit awards and decorations programs (AI.A.14)

008 Plan unit career counseling and reenlistment programs (AI.A.15)

009 Organize unit career counseling and reenlistment programs (AI.A.16)

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- 010 Plan unit disciplinary program (AI.A.17)
- 011 Organize unit disciplinary program (AI.A.18)
- 012 Establish/review unit leave and pass policies (AI.A.32)

SKILLS

Revise instructions (OS.34)

RESPONSIBILITIES

Establishing individual goals and objectives (CR.29)

Implementing new policies/procedures (OR.50)

8. ETHICS

TASKS

001 Set the example (role model)

SKILLS

Act according to acceptable societal/Army values (OS.27)

Demonstrate dedication to service (OS.28)

KNOWLEDGES

Army's ethical standards (OK.16)

Difference between ethical and unethical conduct (OK.17)

Department of Army Standards of Conduct (OK.46)

RESPONSIBILITIES

Maintaining prestige of NCO Corps (OR.76)

Maintaining high standards of personal appearance (OR.66)

Conforming to customs and protocol of the military (OR.67)

Concerning yourself with the moral conduct of subordinates and peers (OR.72)

Enforcing military standards of appearance and conduct in the work environment (OR.73)

Attending military social functions (OR.75)

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A. SKILLS/ABILITIES

MY POSITION REQUIRES THAT I BE ABLE TO:

- 001 DIRECT ENLISTED PERSONNEL IN PERFORMANCE OF DUTIES
- 002 DIRECT WARRANT OFFICERS IN PERFORMANCE OF DUTIES
- 003 DIRECT COMMISSIONED OFFICERS IN PERFORMANCE OF DUTIES
- 004 DIRECT CIVILIAN EMPLOYEES IN PERFORMANCE OF DUTIES
- 005 LISTEN EFFECTIVELY
- 006 SPEAK EFFECTIVELY
- 007 EXERCISE CONSIDERABLE POWER OVER OTHERS
- 008 INTERPRET ORDERS AND INSTRUCTIONS FOR SUBORDINATES
- 009 COMMUNICATE ORDERS AND INSTRUCTIONS TO SUBORDINATES
- 010 INFLUENCE OTHERS
- 011 MOTIVATE PERSONNEL
- 012 EXECUTE FLEXIBLE ACTION IN A FAST CHANGING SITUATION
- 013 USE EFFECTIVE QUESTIONNING/INTERVIEWING TECHNIQUES DURING COUNSELING
- 014 MANAGE CHANGE
- 015 RESOLVE CONFLICT
- 016 OPERATE UNDER UNUSUALLY GREAT TIME PRESSURES
- 017 ESTABLISH DECISION MAKING PROCESS
- 018 MANAGE DECISION MAKING PROCESS
- 019 SET EXAMPLE (ROLE MODEL)
- 020 HANDLE MULTIPLE SITUATIONS/ISSUES SIMULTANEOUSLY
- 021 LIVE OFF LAND (SURVIVAL, ESCAPE, RESISTANCE, AND EVASION)
- 022 ANTICIPATE/RESIST ENEMY ATTEMPTS TO INDOCTRINATE, EXPLOIT, INTERROGATE, AND MANIPULATE
- 023 ACT VIGOROUSLY TO ACCOMPLISH ASSIGNED TASKS DESPITE PERSONAL DISAGREEMENT WITH SOLUTION OR METHOD USED

200 *lndc 4*

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- 024 ESTABLISH COURSE OF ACTION TO REFUTE/COUNTER/IGNORE ENEMY PROPAGANDA
- 025 ACT ON YOUR OWN CONVICTIONS
- 026 TAKE ACTION/MAKE DECISIONS WITHOUT CONSULTATION WITH SUPERIOR OR PEERS
- 027 ACT ACCORDING TO ACCEPTABLE SOCIETAL/ARMY VALUES
- 028 DEMONSTRATE DEDICATION TO SERVICE
- 029 PROVIDE IMMEDIATE RESPONSES TO REQUESTS FOR INFORMATION

- 030 APPLY APPROPRIATE LEADERSHIP STYLES BASED ON SITUATION
- 031 IDENTIFY POTENTIAL PROBLEMS OF PERSONNEL
- 032 USE AVAILABLE INFORMATION TO MAKE DECISIONS
- 033 REVISE INSTRUCTIONS
- 034 PLAN USE OF AVAILABLE TIME
- 035 DEVELOP AND JUSTIFY BUDGETS, PROGRAMS AND REQUIREMENTS
- 036 DRIVE WHEELED VEHICLE
- 037 DRIVE TRACKED VEHICLES
- 038 FUNCTION FOR EXTENDED PERIOD OF TIME IN FIELD
- 039 MANAGE STRESS
- 040 DEMONSTRATE PHYSICAL COURAGE
- 041 COMMUNICATE IN A FOREIGN LANGUAGE
- 042 UNDERSTAND MISSION (ANALYZE TO DETERMINE SPECIFIC AND IMPLIED TASKS)
- 043 CHOOSE COURSE OF ACTION BASED ON SOUND PROFESSIONAL ETHICS
- 044 READ COMPUTER PRINTOUT
- 045 (PLEASE LEAVE THIS ITEM BLANK)
- 046 WRITE COHERENTLY
- 047 UNDERSTAND MILITARY TERMS

- 048 CONDUCT REGISTRATION
- 049 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH M16A1
- 050 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH M203/M79 GRENADE LAUNCHER
- 051 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH SNIPER RIFLE
- 052 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH M60 MACHINEGUN
- 053 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH CAL .50 HB M2 MACHINEGUN
- 054 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH M2A1 MACHINEGUN
- 055 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH LAW/VIPER
- 056 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH DRAGON
- 057 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH TOW
- 058 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH 106MM RECOILLESS RIFLE
- 059 USE LIMITED VISIBILITY FIRING TECHNIQUES WITH 90MM RECOILLESS RIFLE
- 060 READ AND INTERPRET MAPS
- 061 READ COMPASSES
- 062 DRAW MAPS
- 063 IDENTIFY MINES AND BOOBYTRAPS
- 064 PERFORM HALO JUMPS
- 065 SWIM AND DIVE

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B. REQUIRED KNOWLEDGES

MY POSITION REQUIRES THAT I HAVE KNOWLEDGE OF:

- 066 PRINCIPLES OF GROUP DYNAMICS
- 067 PRINCIPLES AND PROCEDURES OF ALCOHOL AND DRUG ABUSE PROGRAM
- 068 PRINCIPLES AND PROCEDURES OF EQUAL OPPORTUNITY PROGRAM
- 069 SUBORDINATES CAPABILITIES AND LIMITATIONS
- 070 MY LIMITATIONS AS A COUNSELOR
- 071 SOURCES AND AGENCIES OF ASSISTANCE FOR PERSONNEL WITH PROBLEMS
- 072 JOB REQUIREMENTS OF MY PERSONNEL
- 073 FUNCTIONS OF MANAGEMENT
- 074 PROCESS OF MILITARY LEADERSHIP
- 075 PRINCIPLES AND PROCEDURES OF ORGANIZATIONAL EFFECTIVENESS (OE) ASSISTANCE
- 076 PRINCIPLES OF MANAGEMENT BY OBJECTIVES
- 077 TIME MANAGEMENT TECHNIQUES
- 078 PRINCIPLES OF PERFORMANCE MANAGEMENT
- 079 DECISION MAKING PROCESSES
- 080 TECHNIQUES OF "BACKWARD PLANNING"
- 081 ARMY'S ETHICAL STANDARDS
- 082 DIFFERENCE BETWEEN ETHICAL AND UNETHICAL CONDUCT
- 083 AIRBORNE OPERATING PROCEDURES
- 084 AIRMOBILE OPERATING PROCEDURES
- 085 AMPHIBIOUS OPERATING PROCEDURES
- 086 METT (MISSION, ENEMY, TERRAIN & TIME AVAILABLE) PROCEDURES
- 087 AIRCRAFT RECOGNITION TECHNIQUES AND PROCEDURES
- 088 ANTIAIRCRAFT WARFARE TECHNIQUES

- 089 TACTICAL MOVEMENT TECHNIQUES
- 090 TROOP LEADING PROCEDURES
- 091 MAPREADING TECHNIQUES/PROCEDURES
- 092 MILITARY SYMBOLS
- 093 LAND NAVIGATION TECHNIQUES/PROCEDURES
- 094 PRINCIPLES OF WAR
- 095 CODE OF CONDUCT REQUIREMENTS
- 096 OPERATION OF INSPECTOR GENERAL (IG) SYSTEM
- 097 LEGAL REQUIREMENTS PERTAINING TO CAPTORS, POW'S, ESCAPEES AND EVADEES
- 098 MEANING OF TERRORISM
- 099 OBJECTIVES OF TERRORISM
- 100 PERSONAL PROFILE OF "TYPE" TERRORIST
- 101 "TYPE" TERRORIST GROUP ORGANIZATIONAL STRUCTURE
- 102 CURRENT METHODS OF OPERATION OF TERRORISTS
- 103 MEASURES TO DEFEND AGAINST TERRORISM
- 104 US CAPABILITY FOR OFFENSIVE COUNTER-TERRORISM OPERATIONS
- 105 PURPOSE OF ENEMY PROPAGANDA
- 106 CAUSES AND DEVELOPMENT OF INSURGENCY
- 107 US CONCEPTS, DOCTRINE TACTICS, AND CAPABILITIES TO CONDUCT UNCONVENTIONAL WARFARE OPERATIONS
- 108 US CONCEPTS AND DOCTRINE FOR INTERNAL DEFENSE AND DEVELOPMENT (IDAD)
- 109 US CONCEPTS AND DOCTRINE FOR CONDUCTING COUNTERGUERRILLA OPERATIONS
- 110 PSYCHOLOGICAL STRESSES ENCOUNTERED DURING CAPTIVITY, ESCAPE, SURVIVAL AND EVASION
- 111 DEPARTMENT OF ARMY STANDARDS OF CONDUCT
- 112 DEPARTMENT OF ARMY GUIDANCE ON CONFLICT OF INTEREST

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- 113 MEANING OF LOW INTENSITY CONFLICT (LIC)
- 114 NORTHERN REGIONS OPERATING PROCEDURES
- 115 JUNGLE ENVIRONMENTS OPERATING PROCEDURES
- 116 DESERT REGION OPERATING PROCEDURES
- 117 ARCTIC REGION OPERATING PROCEDURES
- 118 URBAN TERRAIN OPERATING PROCEDURES
- 119 MOUNTAINOUS TERRAIN OPERATING PROCEDURES
- 120 NBC ENVIRONMENT OPERATING PROCEDURES
- 121 NIGHT OPERATING PROCEDURES
- 122 PROLONGED WET WEATHER CONDITIONS OPERATING PROCEDURES
- 123 TERRAIN ANALYSIS TECHNIQUES
- 124 COUNTERINSURGENCY MEASURES
- 125 MEDIVAC PROCEDURES AND TECHNIQUES
- 126 AIR AND RAIL MOVEMENT PROCEDURES
- 127 WATERBORNE OPERATIONS AND RIVER CROSSING PROCEDURES
- 128 EMERGENCY DEPLOYMENT PROCEDURES
- 129 NUCLEAR INCIDENT/ACCIDENT CONTROL PROCEDURES (NIACP)
- 130 WEAPONS SYSTEMS RECOGNITION PROCEDURES (FRIENDLY/ENEMY)
- 131 NBC DEFENSE, DETECTION, AND DECONTAMINATION PROCEDURES
- 132 ORIENTATION TECHNIQUES
- 133 AIR/SURFACE MOVEMENT TECHNIQUES
- 134 PROPER FORMATS FOR OFFICIAL CORRESPONDENCE
- 135 FIRST AID PROCEDURES
- 136 ASSIMILATIVE CRIMES ACTS AND APPLICATION TO MILITARY INSTALLATIONS
- 137 OFFENCES WHICH REQUIRE ASSISTANCE OF PROFESSIONAL INVESTIGATORS
(E.G., ESPIONAGE, FRAUD)
- 138 REQUIREMENTS OF "PROBABLE CAUSE" TO CONDUCT SEARCH OF PERSON OR AREA
- 139 REQUIREMENTS OF ARTICLE 31 (RIGHT OF A SUSPECT) UCMJ

- 140 INFANTRY TACTICS
- 141 ARMOR TACTICS
- 142 METHODS OF FIRE DISTRIBUTION
- 143 METHODS OF EMPLOYMENT OF CREW-SERVED WEAPONS
- 144 TACTICAL CONTROL MEASURES
- 145 COMBAT ORDERS FORMATS
- 146 BIVOUAC PROCEDURES
- 147 PRINCIPLES OF DARK ADAPTION
- 148 USER MAINTENANCE PROCEDURES FOR WEAPONS AND VEHICLES
- 149 TECHNIQUES OF MILITARY INSTRUCTION
- 150 ROAD MARCH PROCEDURES
- 151 FUNDAMENTALS OF AIR GROUND OPERATIONS
- 152 CHARACTERISTICS AND USE OF ARMY AIRCRAFT
- 153 FIRE DIRECTION METHODS AND PROCEDURES
- 154 FORWARD OBSERVER DUTIES AND TECHNIQUES
- 155 MORTAR GUNNERY
- 156 TOW GUNNERY
- 157 METHODS OF LAYING MORTARS
- 158 PREPARATION OF FIRING CHARTS AND FIRING DATA
- 159 TECHNIQUES FOR MAINTAINING SITUATION AND OPERATION MAPS
- 160 SCOUT DOG TEAM EMPLOYMENT
- 161 PATROL PROCEDURES
- 162 TACTICS OF WARSAW PACT
- 163 CAPABILITIES OF WARSAW PACT EQUIPMENT
- 164 MILITARY ETIQUETTE
- 165 CAPABILITIES, LIMITATIONS AND TECHNIQUES OF EMPLOYMENT OF ATTACHMENTS
IN COMBINED ARMS OPERATIONS

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- 166 DIFFERENCES IN SHELL FUZES AND TYPES
- 167 COMPOSITION AND CAPABILITIES OF ORGANIC UNITS
- 168 COMPOSITION AND CAPABILITIES OF ATTACHED UNITS
- 169 PRINCIPLES AND PROCEDURES OF ORGANIZATIONAL EFFECTIVENESS ASSISTANCE
- 170 TECHNIQUES OF INDIVIDUAL/GROUP MOTIVATION
- 171 MY UNIT'S ROLE
- 172 BATTLEFIELD DEVELOPMENT PLAN
- 173 CAPABILITIES OF ELECTRONIC WARFARE
- 174 BATTLEFIELD FORMATIONS
- 175 FORTIFIED TERRAIN OPERATING PROCEDURES
- 176 AMBUSH TECHNIQUES
- 177 TOPOGRAPHIC SYMBOLS
- 178 RADIO DISCIPLINE AND SECURITY PROCEDURES
- 179 ELECTRIC JAMMING TECHNIQUES
- 180 RADIO PROSIGNS AND PROWORDS
- 181 NBC CONTAMINATION SYMBOLS
- 182 NBC DECONTAMINATION METHODS
- 183 FIELD SANITATION TECHNIQUES
- 184 UNIT SECURITY PRECAUTIONS
- 185 VEHICLE DRIVING PROCEDURES
- 186 CAMOUFLAGE TECHNIQUES
- 187 EVACUATION TECHNIQUES
- 188 SECURITY GUARD PROCEDURES
- 189 STAFF TYPES, FUNCTIONS, AND PROCEDURES
- 190 COMMAND POST OPERATIONS
- 191 ARMY ADMINISTRATIVE PROCEDURES

- 192 SOURCES OF TRAINING INFORMATION
- 193 VEHICLE CONVEY PROCEDURES
- 194 ARMY SUPPLY PROCEDURES
- 195 CUSTOMS AND COURTESIES OF THE SERVICE
- 196 ARMY MAINTENANCE SYSTEM AND RECORDS
- 197 ARMY PUBLICATIONS BY TYPE AND SCOPE
- 198 ENLISTED MOS STRUCTURE
- 199 REASONS FOR WITHDRAWAL OF ENLISTED MOS
- 200 LIMITATIONS ON REDESIGNATION OF ENLISTED MOS
- 201 ENLISTED QUALITATIVE MANAGEMENT PROGRAM (QMP)

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C. RESPONSIBILITIES

AN INDIVIDUAL IN MY POSITION MUST BE CONCERNED WITH:

- 202 ESTABLISHING CHANNELS OF COMMUNICATION
- 203 USING CHAIN OF COMMAND AND OTHER FORMAL CHANNELS OF COMMUNICATION
- 204 DEVELOPING AND USING INFORMAL CHANNELS OF COMMUNICATION
- 205 MONITORING USE OF COMMUNICATION CHANNELS
- 206 IDENTIFYING AND ELIMINATING BARRIERS TO COMMUNICATIONS
- 207 PROVIDING FEEDBACK
- 208 ANALYZING FEEDBACK DATA
- 209 SYNTHESIZING INFORMATION
- 210 PROVIDING FOR SOLDIER'S NEEDS
- 211 INTEGRATING INDIVIDUAL NEEDS/GOALS WITH ORGANIZATIONAL NEEDS/GOALS
- 212 DEVELOPING TEAMWORK
- 213 CLARIFYING ROLES OF SUBORDINATES
- 214 FACING IMMEDIATE PROBLEMS AND FINDING QUICK, PRACTICAL SOLUTIONS
- 215 CONTROLLING FEAR AND PANIC
- 216 ESTABLISHING PROPER LEADER SUBORDINATE RELATIONSHIPS
- 217 DEVELOPING SUBORDINATES
- 218 ENFORCING DISCIPLINE
- 219 PROVIDING INPUT FOR GROUP DECISIONS

- 220 REVIEWING ORGANIZATIONAL PROCESSES
- 221 DETERMINING SUCCESS OR FAILURE OF ACTIONS
- 222 MAINTAINING UNIT COHESION
- 223 SEEKING TO IMPROVE MY SKILLS AND, CONSEQUENTLY, IMPROVING JOB PERFORMANCE

- 224 GETTING TASKS FINISHED IN MINIMUM TIME, EVEN IF NON-DUTY TIME IS REQUIRED
- 225 EFFICIENTLY USING PERSONNEL AND EQUIPMENT
- 226 ASSIGNING PERSONNEL TO ACCOMPLISH MISSION
- 227 ENSURING COORDINATION IS ACCOMPLISHED
- 228 INVESTIGATING/RESPONDING TO LEGAL PROCESS (WARRANTS, SUBPOENAS, ETC.)
- 229 ESTABLISHING INDIVIDUAL GOALS AND OBJECTIVES
- 230 REVIEWING ORGANIZATIONAL SYSTEMS AND SUBSYSTEMS
- 231 MANAGING RESOURCES TO ACCOMPLISH MISSION
- 232 TRYING NEW OR DIFFERENT SOLUTIONS TO PROBLEMS, EVEN IF "TRIED AND TRUE" SOLUTIONS EXIST
- 233 CARRYING OUT ORDERS OF SUPERIORS WITHOUT HESITATION
- 234 REVIEWING DATA RECEIVED FROM ORGANIZATIONAL EFFECTIVENESS (OE) OPERATION
- 235 REVIEWING ROLE OF OE STAFF OPERATION AND OFFICERS
- 236 ANALYZING/IMPROVING WORK FLOW IN UNIT/ACTIVITY
- 237 REDUCING DISSATISFACTION
- 238 ESTABLISHING EFFECTIVE UNIT GOALS AND OBJECTIVES
- 239 DEVELOPING PLANS TO ACHIEVE UNIT GOALS AND OBJECTIVES
- 240 REDUCING COSTS OR HOLDING COSTS WITHIN BUDGET CONSTRAINTS
- 241 ADJUSTING TIME LINES, PRIORITIES, OR OPINIONS TO ACCOMMODATE OTHER PERSONS
- 242 EVALUATING/EXECUTING PLANS
- 243 DETERMINING IMPACT OF ACTIONS ON UNIT
- 244 DETERMINING FACTS TO INCLUDE POSSIBLE COURSES OF ACTION
- 245 PREDICTING PROBABLE OUTCOME FOR EACH COURSE OF ACTION
- 246 COMPARING ADVANTAGES AND DISADVANTAGES FOR EACH COURSE OF ACTION
- 247 PLACING PRIORITY ON MEETING ASSIGNED DEADLINES

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- 248 PROVIDING AN OPPORTUNITY FOR INDEPENDENT, CREATIVE WORK
- 249 ORGANIZING/STRUCTURING UNIT OR ACTIVITY TO ACCOMPLISH MISSION
- 250 IMPLEMENTING NEW POLICIES/PROCEDURES
- 251 ADHERING TO LAW OF WAR
- 252 DIRECTING ADHERENCE TO LAW OF WAR
- 253 SHARING INFORMATION ABOUT REASONS FOR DECISIONS
- 254 WILLING TO ASSUME RISKS
- 255 DETERMINING IMPACT OF ENEMY PROPAGANDA ON FRIENDLY TROOPS
- 256 KEEPING TROOPS INFORMED ON CURRENT SITUATION
- 257 ENFORCING CODE OF CONDUCT REQUIREMENTS
- 258 REACTING TO ENEMY CONTACT
- 259 INITIATING ACTION AS SOON AS A PROBLEM IS IDENTIFIED
- 260 KEEPING IN GOOD PHYSICAL CONDITION
- 261 EXTRACTING INFORMATION FROM PLANS/ORDERS/ESTIMATES
- 262 RECOGNIZING AND UNDERSTANDING OPPOSING FORCES (OPFOR) DOCTRINE, TACTICS AND EQUIPMENT
- 263 APPREHENDING SUSPECTED LAW VIOLATORS
- 264 INFORMING SOLDIERS OF THEIR CIVIL RIGHTS
- 265 MAKING PROBABLE CAUSE DETERMINATION TO AUTHORIZE SEARCH
- 266 MAINTAINING CONTROL OVER DISSIDENT ACTIVITIES WITHIN UNIT
- 267 MAINTAINING HIGH STANDARDS OF PERSONAL APPEARANCE
- 268 CONFORMING TO CUSTOMS AND PROTOCOL OF THE MILITARY
- 269 IMPLEMENTING ELECTRONIC COUNTER-COUNTERMEASURES (ECCM)
- 270 ENFORCING PRIVACY AND FREEDOM OF INFORMATION ACTS
- 271 DIRECTING ADHERENCE TO PROVISIONS OF HAGUE/GENEVA CONVENTION
- 272 DIRECTING ADHERENCE TO STATUS OF FORCES AGREEMENTS
- 273 ENSURING RELIABILITY/TRUSTWORTHINESS OF SOLDIERS HAVING SECURITY CLEARANCE

- 274 CONCERNING MYSELF WITH THE MORAL CONDUCT OF SUBORDINATES AND PEERS
- 275 ENFORCING MILITARY STANDARDS OF APPEARANCE AND CONDUCT IN WORK ENVIRONMENT
- 276 HANDLING PHYSICAL EVIDENCE
- 277 CONDUCTING SKILL QUALIFICATION TEST (SQT)
- 278 REQUESTING ORDERS
- 279 PROCESSING INCOMING CORRESPONDENCE
- 280 SCHEDULING APPOINTMENTS
- 281 PARTICIPATING IN COMMUNITY AFFAIRS
- 282 ATTENDING MILITARY SOCIAL FUNCTIONS
- 283 MAINTAINING PRESTIGE OF NCO CORPS
- 284 WILLINGNESS TO SACRIFICE PERSONAL INTERESTS FOR MISSION ACCOMPLISHMENT
- 285 DIRECTING OPERATIONS SECURITY (OPSEC) ACTIVITIES
- 286 PERFORMING AS MEMBER OF QUARTERING PARTY
- 287 PROVIDING SUBJECT MATTER EXPERTISE
- 288 ENFORCING AIR DEFENSE RULES OF ENGAGEMENT
- 289 PERFORMING OVERWATCH
- 290 PROTECTING INSTALLATIONS AND MATERIAL AGAINST SABOTAGE
- 291 COORDINATING GENERAL EDUCATIONAL DEVELOPMENT (GED)

D. TYPE UNIT TO WHICH ASSIGNED

This group lists a number of different type units to which an Infantry Officer may be assigned. Select the type of unit to which you are currently assigned and darken the appropriate circle to the right of the item number in the answer booklet that corresponds to the item number in the questionnaire. (Items 292 through 298 will be used - Mark only the ONE that applies to you.)

- 292 INFANTRY
- 293 MECHANIZED
- 294 AIRBORNE
- 295 AIRMOBILE
- 296 RANGER
- 297 TRAINING
- 298 OTHER

E. TYPE ANSWER SCALE USED.

You were asked to use either the "PART OF POSITION" answer scale or the "RELATIVE TIME SPENT" answer scale in responding to the activities listed in Section II of this questionnaire. Mark the appropriate block (either block 299 or 300 on Page 14 of the Answer Booklet) for the scale you used.

SCALE

299 RELATIVE TIME SPENT

300 PART OF POSITION

STOP

YOU HAVE FINISHED ENTERING YOUR RESPONSES TO SECTION III IN THE ANSWER BOOKLET.
NOW READ THE INSTRUCTIONS BELOW FOR COMPLETING SECTION IV - ADDITIONAL SKILLS AND DUTIES.

SECTION IV - ADDITIONAL SKILLS AND DUTIES

INSTRUCTIONS FOR COMPLETING SECTION IV

This section is organized into two groups. Group A concerns Additional Skill Identifiers (ASI), and Group B concerns Additional Duties. Specific instructions are provided at the beginning of each group.

ONLY a positive response is required for both Group A and Group B. If an item does not apply to you, leave it blank.

REVIEW THE FOLLOWING ITEMS AND RECORD YOUR ANSWERS ON PAGE 15 IN SECTION IV OF THE ANSWER BOOKLET.

GROUP A - ADDITIONAL SKILL IDENTIFIERS (ASI)

ITEMS LISTED IN GROUP A REQUIRE YOU TO INDICATE THOSE ADDITIONAL SKILL IDENTIFIERS (ASI) THAT YOU CURRENTLY POSSESS THAT ARE REQUIRED IN PERFORMING THE DUTIES OF YOUR CURRENT JOB.

M

INSTITUTE of MILITARY ASSISTANCE

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ROUTINE

PT 02140 100/0604Z

PAGE 01

TRADOC (ACT/PI): ATTN

CS — ORI — ND — DAR — CIU —
DOC — RO — CH — INS — PHQ —
CM — AG — OPA — NS — TCC —
CP — SE — WEA — TCF — ACC —
TNG — DS — JA — FMF — NSY —
EN — FE — NMF —
PR — IG — CON — MRE —
LG — PM — SAC — SD —
RT TUZYUW RUCLAKA#2U7 1432026-UUUU—RUCLAIA.

USATC/FF (ACT/PI):

COR — HISD — DFAE — STORY — ACC —
CS — CPO — DRM — ATL — TCF —
CSR — EEOO — FIN — CIL —
VTS — PM — CHAP — DPCA —
PAO — AG — IG — MPTS —
SJO — DIO — 7TH —
DISTRIBUTION: TSCH — WE ACT COORDINATORS
DOSTJRRF — XR —
ADCST-O —
ADCST-B —
XO —
AD —
SATD —
RTD —
TAMD —
PRD —
EVAL —
LNO —
FDI —
APIC —
FILE —
SUSP —

ZW R UUUUU

R 231732Z MAY 79

FM COMDT USA IMA FT BRAGG NC//ATSU-TD-TAD//

TO DIR TNG DEV INSTITUTE FT MONROE VA//ATTNG-TDI-ORAP//

BT

UNCLAS

SUBJ: SOFT SKILL AREAS RCS NUMBER ATTN-OT 63

A. YOUR 011M0Z MAY 79 SAB.

1. IN RESPONSE TO REF MSG, A SAMPLE LIST OF "SOFT SKILLS" IDENTIFIED WITHIN SPECIALTIES FOR WHICH IMA HAS PROPENSITY IS PROVIDED. THIS SAMPLE LIST IS NOT ALL-INCLUSIVE BUT SHOULD SERVE TO OUTLINE THE PROBLEM FROM AN IMA PERSPECTIVE.

2. SCHOOL/ACTIVITY: US ARMY INSTITUTE FOR MILITARY ASSISTANCE
SOFT SKILL AREAS:

A. SUPERVISING

(1) EVALUATE PSYOP CAMPAIGN

(2) SUPERVIS UNIT DECONTAMINATION OF EQUIPMENT

ROUTINE

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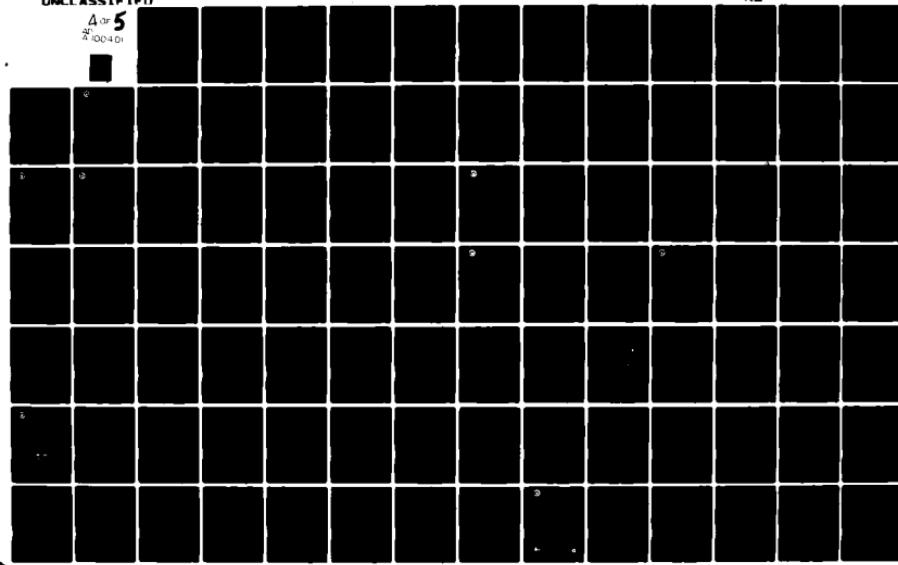
AD-A100 401 ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA
TRADOC SERVICE SCHOOL REPORTS. 'SOFT SKILL AREAS.' (U)
SEP 79

F/G 5/9

UNCLASSIFIED

A or 5
A100401

NL



ROUTINE

(3) PLAN A PATROL

A. TRAINING

(1) DETERMINE GUERRILLA TRAINING REQUIREMENTS

(2) EVALUATE TRAINING

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(3) DETERMINE SPYOP TRAINING REQUIREMENTS

C. MANAGING

(1) PREPARE AND ISSUE AN ORAL OPERATIONS ORDER

(2) DETERMINE UWMA LOGISTICAL SUPPORT REQUIREMENTS

(3) DEBRIEF PATROL

(4) IDENTIFY NEED TO TERMINATE AN INTERROGATION

D. TECHNICAL AREA

(1) SELECT QUANTITY AND MIX OF MEDIA

(2) DETERMINE THE CORRECT CLASSIFICATION AND DOWNGRADING

RECLASSIFICATION MARKINGS FOR DOCUMENTS

(3) PROCESS KNOWN OR SUSPECTED ENEMY PERSONNEL

(4) COMPOSE PROPAGANDA

(5) ADVISE COMMANDER OF PSYOP IMPACT OF PENDING OR
PROPOSED OPERATIONS

(6) IDENTIFY, SELECT, AND PERSUADE INDIGENOUS
COMMUNICATIONS

ROUTINE

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ROUTINE

E. PLANNING

- (1) PLAN FOR THE DISSEMINATION OF PROPAGANDA
- (2) CONDUCT AREA STUDIES AND BACKGROUND STUDIES OF AREA

F. ANALYSIS

PAGE 3 RUCLAKA 4207 UNCLAS

- (1) CONDUCT PROPAGANDA ANALYSIS
- (2) CONDUCT PSYOP TARGET ANALYSIS
- (3) IDENTIFY SITUATIONS FOR PSYOP EXPLOITATION
- (4) CONDUCT SOCIAL SCIENCE RESEARCH
- (5) DETERMINE INTERROGATION TECHNIQUE TO BE USED ON A PV

TARGET

3. POC IS MAJ ALLAN J. FRITZ. AV 236-6329.

BT

4207

NNNN

ROUTINE

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ROUTINE

PT 02150 144/0605Z

PAGE 01

TRAD OC (ACT/PT):

CS — ORI — MD — DAR — CIU —
DOC — RO — CM — INS — PHB —
CM — AG — OPA — NSV — TCC —
CD — CE — WFA — TCF — ACC —
TNG — DS — JA — FMF — NSY —
RM — EN — FE — NMF —
PR — IG — CON — MRE —
LG — PM — SAC — S SD —

USATC/FE (ACT/PI):

CDR — MTSO — DFAE — STORY — ACC —
CS — GPO — DRM — ATL — TCC —
CSM — FFOO — FIN — CID —
VIS — PM — OMED — COMSY —
CHAP — DPCA — DENT — HTMC —
PAO — AG — DCF — TSC — RT —
IG — DPTS — TSCH — WEA — CPS —
SJA — DIO — 7TH — JRRF — XR —

RTTUZYUW RUCLAKA4707 1432026-UUUU--RUCLAIA.

ZN R UUUUU

R 231732Z MAY 79

DUP PT 02149.

FM COMOT USAIMA FT BRAGG NC//ATSU-TD-TAO//

TO DIR TNG DEV INSTITUTE FT MONROE VA//ATTNG-TDI-ORA//

BT

UNCLAS

SUBJ: SOFT SKILL AREAS RCS NUMBER ATTNG-OT 63

A. YOUR 01160Z MAY 79 SAB.

1. IN RESPONSE TO REF MSG, A SAMPLE LIST OF "SOFT SKILLS" IDENTIFIED WITHIN SPECIALTIES FOR WHICH IMA HAS PROPENSITY IS PROVIDED. THIS SAMPLE LIST IS NOT ALL-INCLUSIVE BUT SHOULD SERVE TO OUTLINE THE PROBLEM FROM AN IMA PERSPECTIVE.

2. SCHOOL/ACTIVITY: IS ARMY INSTITUTE FOR MILITARY ASSISTANCE
SOFT SKILL AREAS:

A. SUPERVISING

(1) EVALUATE PS YOP CAMPAIGN

(2) SUPERVISE UNIT DECONTAMINATION OF EQUIPMENT

ROUTINE

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ROUTINE

(3) PLAN A PATROL

A. TRAINING

(1) DETERMINE GUERRILLA TRAINING REQUIREMENTS

(2) EVALUATE TRAINING

PAGE 2 RUCLAKA4207 UNCLAS

(3) DETERMINE SPYOP TRAINING REQUIREMENTS

C. MANAGING

(1) PREPARE AND ISSUE AN ORAL OPERATIONS ORDER

(2) DETERMINE UNDIA LOGISTICAL SUPPORT REQUIREMENTS

(3) DEBRIEF PATROL

(4) IDENTIFY NEED TO TERMINATE AN INTERROGATION

D. TECHNICAL AREA

(1) SELECT QUANTITY AND MIX OF MEDIA

(2) DETERMINE THE CORRECT CLASSIFICATION AND DOWNGRADING
RECLASSIFICATION MARKINGS FOR DOCUMENTS

(3) PROCESS KNOWN OR SUSPECTED ENEMY PERSONNEL

(4) COMPOSE PROPAGANDA

(5) ADVISE COMMANDER OF PSYOP IMPACT OF PENDING OR
PROPOSED OPERATIONS

(6) IDENTIFY, SELECT, AND PERSUADE INDIGENOUS
COMMUNICATIONS

ROUTINE

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ROUTINE

E. PLANNING

- (1) PLAN FOR THE DISSEMINATION OF PROPAGANDA
- (2) CONDUCT AREA STUDIES AND BACKGROUND STUDIES OF AREA

F. ANALYSIS

PAGE 3 RUCLAKA #4207 UNCLAS

- (1) CONDUCT PROPAGANDA ANALYSIS
- (2) CONDUCT PSYOP TARGET ANALYSIS
- (3) IDENTIFY SITUATIONS FOR PSYOP EXPLOITATION
- (4) CONDUCT SOCIAL SCIENCE RESEARCH
- (5) DETERMINE INTERROGATION TECHNIQUE TO BE USED ON A PW

TARGET

3. POC IS MAJ ALLAN J. FRITZ. AV 236-6325.

BT

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ROUTINE

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INTELLIGENCE
(DEVENS)

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ROUTINE

* UNCLASSIFIED E F T O *

PT 02526 144/20352

PAGE 01

TRADOC (ACT/PI): *A Hnq*

CS — ORI — MD — UAR — CID —
DCC — RO — CH — INS — PHQ —
CM — AG — OPA — NSU — TCC —
~~CO~~ CE — WEA — TCF — ACC —
~~TNG~~ DS — JA — FMF — NSY —
RM — EN — FE — NMF —
PR — IS — CON — MRE —
LG — PH — SAC — SSD —

USATC/FE (ACT/PI):

CDR — MISO — DFAE — STORY — ACC —
CS — CPO — DRN — ATL — TCC —
CSM — FEOO — FIN — CID —
VIS — PR — DMED — COMSY —
CHAP — DPCA — DENT — NMTC —
PAO — AG — DCE — TSC — RT —
IG — NPTS — TSCH — WEA — CPS —
SJA — DIO — 7TH — JRRF — XR —

RTTEZYUU RUEDGEA 7895 1441520-EEEE-RUCLAIA.

ZNY EEEEE

R 241510Z MAY 79

FM DEPUTY COMDT USAISD FT DEVENS MA //ATSI-E-TD-AD//
TO RUCLAIA/DIR TRDDEV INSTITUTE FT MONROE VA //ATTN: RUEBUT-DRAD//
INFO RUWJHRA/CDR USAICS FT HUACHUCA AZ //ATSI-TD//

BT

UNCLAS E F T O

SUBJ: SOFT SKILL AREAS RCS NUMBER ATNG 0T63

A. UR MSG. DTG 091600Z MAY 79.

DISTRIBUTION		
	ACT COORD	INFO
DCST		
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ADCST-P		
DO		
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STD		
AND		
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1. THE MAJORITY OF THE WORK ACTIVITIES FOR WHICH THE USAISD HAS
TNG PROPENSITY FALL WITHIN THE COGNITIVE VERSUS THE PSYCHOMOTOR
DOMAIN. AS A CONSEQUENCE, DEALING WITH THE "DIFFICULTIES" ASSOC-
IATED WITH SOFT SKILL ANALYSIS IS A DAILY ACTIVITY OF OUR TNG ANAL
ORGANIZATION, WHICH HAS MET WITH VARIOUS DEGREES OF SUCCESS TO
SATISFY TRADOC ESTABLISHED MILESTONES FOR EPMS AND OPRS ACTIONS.
2. ALTHOUGH MANY OF THE TRADOC SCHOOLS HAVE ADOPTED THE COMBAT
ARMS' APPROACH TO TASK ANALYSIS, I. E., IDENTIFYING THE OVERT

ROUTINE

* UNCLASSIFIED E F T O *

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ROUTINE

* UNCLASSIFIED E F T O *

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(BEHAVIORAL) STEPS A SOLDIER PERFORMS DURING TASK ACCOMPLISHMENT. USAISO DECIDED TO CONCENTRATE ITS EFFORTS ON IDENTIFYING THE MENTAL STEPS WHICH LEAD TO THE SOLDIERS PRODUCTION OF A DESIRED WORK PRODUCT, THIS INDICATING SUCCESSFUL TASK PERFORMANCE. THIS

PAGE TWO RUEDGEA3495 UNCLAS E F T O

APPROACH SEEKS MORE APPROPRIATE FOR COGNITIVE WORK ACTIVITIES WHICH ARE NOT DIRECTLY OBSERVABLE BUT RATHER INFERRED FROM THE RESULTING WORK PRODUCT.

3. THE IDENTIFICATION OF THE MENTAL STEPS ASSOCIATED WITH COGNITIVE WORK ACTIVITIES CAN BE EASILY ACCOMPLISHED THROUGH THE USE OF THE CLASSICAL PSYCHOLOGICAL TECHNIQUE OF INTROSPECTION. WHEN USING THIS TECHNIQUE ONE SIMPLY REQUIRES A NUMBER OF SUBJECT MATTER EXPERTS TO PERFORM THE TASK UNDER INVESTIGATION AND TO VERBALIZE THE MENTAL STEPS THEY TAKE IN ACCOMPLISHING THE TASK. ONE SHOULD NOT BE SURPRISED IF THIS TECHNIQUE LEADS TO THE IDENTIFICATION OF MORE THAN ONE SET OF MENTAL STEPS WHICH PRODUCE WORK PRODUCTS OF EQUAL QUALITY. UNDER THESE CONDITIONS ONE MUST APPLY OTHER CRITERIA, E.G., SPEED IN TASK PERFORMANCE, LEARNING EASE, SAFETY OF PERSONNEL, ETC., TO CHOOSE THAT SET OF STEPS WHICH IS MOST APPROPRIATE FOR TRAINING.

4. THIS HC IS UNABLE TO PROVIDE A COMPREHENSIVE LIST OF MOS SPECIFIC TASKS WHICH ARE NOT CLASSIFIED. HOWEVER, THE FOLLOWING

ROUTINE

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LIST OF TASK STATEMENTS SELECTED FROM EPMS DOCUMENTATION SHOULD
PROVIDE YOUR ORGANIZATION WITH THE REQUIRED INFO:

TASK NO TASK

PAGE THREE RUEEDGE43495 UNCLAS E F T O

- 867-793-3101 DEVELOP A SUPPORT PLAN FOR A CONSEC MISSION
- 867-793-3102 SELECT A CONSEC MONITOR SITE
- 867-793-3201 PERFORM CRYPTOSECURITY ANALYSIS OF AUTHORIZED
NON-MACHINE CRYPTOSYSTEMS
- 867-793-3301 PREPARE A SIGINT THREAT BRIEFING
- 867-793-3302 DETERMINE THE SUSCEPTIBILITY OF A COMMUNICATIONS
STATION TO ELECTRONIC COUNTERMEASURES (ECM)
- 867-793-3303 FORMULATE SPECIFIC MEASURES TO COUNTER SUSCEPTIBILITY
TO ELECTRONIC COUNTERMEASURES (ECM)
- 867-793-3304 CONDUCT A CRYPTONETTING STUDY AT DIVISION LEVEL
- 867-793-3305 CONDUCT A COURTESY CRYPTOFACILITY INSPECTION
- 867-793-3306 REVIEW SUPPORTED COMMAND'S PUBLICATIONS FOR
ADEQUACY OF SIGSEC CONSIDERATIONS
- 867-793-3307 FORMULATE SPECIFIC MEASURES TO CORRECT SIGSEC
INADEQUACIES/DEFICIENCIES IN THE SUPPORTED COMMAND'S
PUBLICATIONS
- 867-793-3308 DETERMINE THE SUSCEPTIBILITY OF A NONCOMMUNICATIONS
EMITTER SITE TO ELECTRONIC COUNTERMEASURES (ECM)

ROUTINE

* UNCLASSIFIED E F T O *

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ROUTINE

* UNCLASSIFIED E F T O *

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867-793-3401 DRAFT A SIGNAL SECURITY COMPREHENSIVE REPORT

867-793-3402 REVIEW A DRAFT SIGSEC STATUS REPORT

PAGE FOUR RUEFDGEA3495 UNCLAS E F T O

867-793-3403 DRAFT A RESPONSE TO A SIGSEC INFORMATION REQUIREMENT

867-793-3501 IDENTIFY DEVIATIONS FROM PRESCRIBED ELSEC PROCEDURES
AT A NONCOMMUNICATIONS EMITTER SITE

867-793-3502 FORMULATE CORRECTED MEASURES FOR THE SUPPORTED
COMMAND'S ELSEC DEFICIENCIES

867-793-3503 PLOT THE PROBABLE RADIATION PATTERN OF AN EMITTER

867-793-3504 DETERMINE PROBABLE ENEMY INTERCEPT OF AN EMITTER

5. THE FOLLOWING IS A SELECTED LIST OF TASKS DERIVED FROM RECENT
OPMS ACTIONS TAKEN BY THIS HQ. AT THIS JUNCTURE, NO TASK NUMBERS
HAVE BEEN ASSIGNED.

TASK

PREPARE INTELLIGENCE ESTIMATE

PREPARE INTELLIGENCE ANNEX TO OPERATIONS PLAN/ORDER

PREPARE INTELLIGENCE COLLECTION PLANS

PREPARE SIGNALS INTELLIGENCE (SIGINT) APPENDIX TO
INTELLIGENCE ANNEX TO OPERATIONS PLAN/ORDER

PREPARE ELECTRONIC WARFARE (EW) ANNEX TO OPERATIONS
PLAN / ORDER

PREPARE INTERROGATION PRISONER OF WAR PLAN

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* UNCLASSIFIED E F T O *

ROUTINE

* UNCLASSIFIED E F T O *

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PREPARE GROUND SURVEILLANCE PLAN

SELECT OPERATIONAL SITES

PAGE FIVE RUENGEA7495 UNCLAS E F T O

PREPARE OPERATION ORDER (OPORD)

SUPERVISE OPERATION OF SPECIFIED MISSION EQUIPMENT

PERFORM BASIC ANALYSIS ON COLLECTED DATA

SUPERVISE EW OPERATIONS

EVALUATE MISSION EFFECTIVENESS

COMMUNICATE WITH SPECIFIED COMMUNICATION EQUIPMENT

PREPARE MESSAGE FOR TRANSMISSION

SUPERVISE TACTICAL COMMUNICATIONS CENTER OPERATIONS

PROVIDE PRIVACY COMMUNICATIONS SUPPORT

PREPARE OPERATIONS SECURITY (OPSEC) ANNEX TO
OPLAN/OPORD

ASSESS OPSEC POSTURE OF UNIT

PREPARE EMERGENCY DESTRUCTION/EVACUATION PLAN FOR
CLASSIFIED MATERIAL

ANALYZE ALL SOURCE INFORMATION

6. POC FOR TASK STATEMENTS RELATED TO ENLISTED MOS (PARA 5 ABOVE)

IS MR GREGORY H. KREIGER, AUTOVON 256-3069. POC FOR OFFICER

SPECIALTY TASKS (PARA 6 ABOVE) IS MAJ DONALD J. DANIELS, AUTOVON

256-3471.

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ROUTINE

* UNCLASSIFIED E F T O *

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* UNCLASSIFIED E F T O *

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* UNCLASSIFIED E F T O *

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INTELLIGENCE
(HUACHUCA)

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DEPARTMENT OF THE ARMY Mr. Leavenworth/dy/AUTOVON
U.S. ARMY INTELLIGENCE CENTER AND SCHOOL 879-2040
FORT HUACHUCA, ARIZONA 85613

29 MAY 1979

ATSI-TD-IT

SUBJECT: Soft Skills Areas

Commander
US Army Training and Doctrine Command
ATTN: ATTN-TDI-ORA
Fort Monroe, Virginia 23651

1. Reference message 00670, TRADOC, ATTN-TDI-ORA, 011600Z May 79, subject as above.
2. In compliance with reference, a critical review of the area of soft skill training requirements has been conducted by key members of this school's staff and faculty.
3. While traditionally, military intelligence personnel consider their collection, interview, interrogation, and analysis tasks as falling in the soft skill area, continuing study and development of the conditions and standards for these MOS's, specific tasks indicate that a series of hard skill subtasks form the basis for final soft skill actions.
4. Standards may well be the governing factor for soft versus hard skill determination. Personal perception of standards appears to be one criteria for the label of "soft". Value judgment is an additional factor for consideration. An additional characteristic is the degree of acceptability against a standard for soft skills. The very lack of continuity or consistency of standards for soft skill areas may well be the target for any study of the subject.
5. The attached soft skill notional listings fall in three separate categories: inclosure 1 addresses methods of instruction concepts of soft skills, inclosure 2 addresses officer soft skills, and inclosure 3 lists the soft skill requirements for all enlisted MOS's in Career Management Field 96.

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ATSI-TD-IT

SUBJECT: Soft Skills Areas

6. Point of contact for this school is Mr. Leavenworth, ATSI-TD-IT,
AUTOVON 879-2040/3814/2452.

FOR THE COMMANDER:

Robert T. Browne

ROBERT T. BROWNE
Colonel, MI
Chief of Staff

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METHODS OF INSTRUCTION

SOFT SKILLS NOTIONS

1. Hard Skills/Tasks/Subtasks. Skills, tasks, or subtasks which appear best included in this grouping category are suggested to be those skills, tasks, or subtasks which involve the following:

a. Human to Artifact Interface. The word "artifact" was selected here instead of "equipment" or "hardware" because many skills, tasks, or subtasks exist which involve operations performed on objects or things which are not normally included in the meaning of equipment or hardware. An example of an artifact/object could be a blank form or a publications index, etc. The key to the "hard" versus "soft" skill discrimination with an object such as a blank form is based on whether the form includes merely data (hard) or if the form includes a narrative (soft).

b. Use of Decision Logic Tables or Specific and Uniform Procedures. If a decision logic table can be used without the need for a best guess or a judgment, in order to effectively execute a task or subtask it appears useful to consider the skill, task, or subtask in the hard skill area.

c. Conduct of Hands-On Training. When "hands-on" training can be devised to deal with the skill, task, or subtask, then such a skill, task, or subtask can be grouped as belonging in the hard skill area. In addition to equipment or hardware skills, there are many tasks or subtasks included within counseling, supervision, training, administrative and personnel, fiscal, logistical, and operations management as well as technical area skills which can be trained by use of demonstrations, self-paced, hands-on, and programmed instruction. Other MOI's which often require greater instructor and training resources can then be used for an integration of the various "hard" skill tasks and subtasks into the overall "soft" skill performance requirement.

2. Soft Skill Tasks and Subtasks. Skills, tasks, or subtasks which appear best included in this grouping category are those which cannot be grouped as a "hard" skill, task, or subtask as discussed above. Soft skills, tasks, or subtasks would then be those to which no strict logic or specific and uniform procedures can be applied in all situations. Soft skills, tasks, or subtasks require judgment, intuitive evaluation, and/or the application of inductive logic rather than simple deductive logic. The following guidelines are suggested for dealing with "soft" skills, tasks, or subtasks in the training environment:

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a. Segregation of Soft Skill Components. When an overall skill appears best grouped in the soft skill category, the skill should be first subdivided into the individual tasks, and each task further subdivided into subtasks. When this is accomplished, normally many of the tasks and often many more of the subtasks can be clearly identified as "hard" skill/tasks, or subtasks and can be treated with hard skill/task or subtask MOI, (i.e., demonstration, self-paced, programmed, or hands-on instruction). After the various hard skill/tasks or subtasks have been mastered by the student, other MOI's can be used to integrate the hard skill/task or subtask components into the overall, more complex, soft skill requirements.

b. MOI suggested for the soft skill integration process are:
(1) demonstration in the form of skits or dramatic presentation as opposed to the "show-and-tell" demonstration most useful with hard skill, (2) developmental conference with emphasis place on discussion and seminar-type approaches, rather than lectures, (3) practical exercises emphasizing development of several alternative courses of action, to include analysis of advantages, disadvantages and probable consequences of each course of action.

3. Resource allocation and utilization differs between "hard" and "soft" skill instruction if the optimum MOI is selected. Hard skill/task and subtask instruction requires greater developmental resources in the personnel and literature production areas, but this is only a one-time or periodic effort. Soft skill/task or subtask does not normally require as many resources during development but almost always requires a constant and continuing high resource expenditure of instructor hours. For this reason, soft skill analysis and reduction to segregated hard skill components should be emphasized during development of soft skill instruction to insure the maximum effective use of instructor resources by developing hard skill components of soft skills for presentation in self-paced modes, through programmed instruction and simple "show-and-tell" types of demonstrations.

4. Examination of "hard" skills and hard tasks, subtask components of "soft" skill can be of objective multiple-choice tests, and/or demonstration of hands-on proficiency. Examinations of overall soft skill proficiency will require a subjective evaluation and can probably best be examined with essay or fill-in-the-blank type examinations. Very few, if any, soft skills can be evaluated objectively, thus once again identifying the need to segregate and separately test hand skill components of soft skills.

MILITARY INTELLIGENCE OFFICER
SOFT SKILL NOTIONS

SUPERVISING

Supervise:

- administration of internal/external distribution
- maintenance of intelligence files
- maintenance of overlays and maps
- vehicle maintenance
- personal equipment maintenance
- critical node analysis
- maintenance of EW Files
- determination of EW Resource availability/capability
- unit decontamination of equipment
- the fitting of protective mask
- dining facility operations

Preparations, posting, and maintenance of ENSIDMAP

- operations of BICC
 - SIGSEC support plan
 - analysis of SIGSEC vulnerabilities
 - Cryofacility Approval Operation
 - EW planning
 - interrogations
 - Screening of POWs, civilians, and detainees
 - processing of captured documents
 - evacuation of captured documents
 - utilization of interpreters
 - analysis of raw data from REMs
 - maintenance of target workload
- (Development of potential targets)
- maintenance of target folders

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SUPERVISING

Supervise:

- the collection effort
- balancing of collection tasking
- the evaluation of suitability for collection tasking
- selection of collection agencies
- the collection activities of assigned/attached elements, teams, personnel
- use of All-Source data to pinpoint collection targets and to prioritize such targets
- the preparation of:

PERINTREP
SPOTREPS
INTREPS
SUPINTRIPS
INSUMS
etc.

EVALUATION

Evaluate:

- information
- CI operations
- EW reports
- EW success
- intelligence inputs to plans and orders
- operational capability of collection resources
- current level of effectiveness for collection element
- level of effectiveness of DF activity

PLANNING

-in:

- for CI support
- for EW support
- weather support
- weather input to plans and estimates
- unit security programs
- unit crime prevention program

MANAGING

Manage:

- a data base
- intelligence collection effort
 - roduction of IPB overlay, matrices, and templates
 - production of combat intelligence
- production of weather and terrain intelligence
- headquarters activities
- physical security activites
- logistical activities
- movement activities
- programming and budget activities
- tactical SIGINT/EW support opns
- tactical SIGINT/EW development and test programs
- tactical SIGINT/EW threat activities
- SIGSEC mission schedules/tasking
- SIGSEC review of publications
- SEC operations for U. S. Army
- Electronics Deception measures

TRAINING

- Determine a long range training plan for a unit
- Evaluate training related publications
- Develop specified and implied operational missions from the units TOE/TDA, ARTEPS, higher headquarters directives and circulars
- Develop goals for units long range plan
- Determine individual tasks
- Develop unit training publications
- Plan and evaluate individual TNG
- Plan and evaluate collective TNG
- Manage unit training activities
- Supervise interpreter training

TECHNICAL

- Analyze intelligence reports
- Review EW planning
- Establish EW priorities
- Estimate probable EW success
- Analyze weather observation data
- Apply appropriate management science tools/techniques to evaluate management, collection or analysis problems
- Apply standard computer library programs to intelligence analysis problems using DIALOS and COINS
- Recognize a CB hazard
- Perform I & W analysis
- Perform strategic intelligence analysis
- Perform mission analysis
- Make recommendations
- Analyze current infrastructure intelligence for trends
- Analyze SIGSEC operations

DERSHIP

- Motivating subordinates
- Solve type problems/situations
- Command a company
- Apply leadership techniques

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CAREER MANAGEMENT FIELD 96

SOFT SKILLS AREAS

a. Counselling:

- (1) Counsel Subordinates on Work Performance
- (2) Counsel Subordinates on Personal Conduct
- (3) Counsel Subordinates on Personal Appearance
- (4) Counsel Subordinates on Personal Affairs
- (5) Counsel Subordinates on Career Advancement
- (6) Counsel Newly Assigned Personnel

b. Supervising/Managing:

- (1) Recognize Personal Responsibilities
- (2) Organize and Define SOP Procedures
- (3) Determine that Standards are Met
- (4) Organize Work Functions of Subordinates
- (5) Ensure Maintenance is Performed
- (6) Develop Workable Senior/Subordinate Relationships
- (7) Determine Priority of Work
- (8) Organize Shop Layout for Efficiency of Work Flow
- (9) Determine Equipment Needs
- (10) Develop Incentives
- (11) Determine Personnel Needs
- (12) Develop Duty Judgement
- (13) Inform Seniors/Subordinates of Current Unit Actions/Requirements
- (14) Coordinate Employment of Personnel
- (15) ~~Coordinate and~~ Tactical Employment
- (16) Implement Policies

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JUL 3

- (17) Conduct Platoon Inspections
- (18) Maintain Preventive Medicine Program
- (19) Inspect Personnel/Equipment
- (20) Supervise Maintenance on Individual and TOE Equipment

c. Training:

- (1) Develop OJT Program
- (2) Determine Need for Cross Training
- (3) Schedule Shop Operations for Unit Training
- (4) Develop Instructor Skills
- (5) Determine Need and Schedule for Mandatory Training
- (6) Conduct Performance Training, Individual and Collective
- (7) Conduct/Check Interpretation Training of Local Nationals

d. Technical Area:

- (1) Coordinate Employment of Radars
- (2) Compare Radar and Surveillance Assets
- (3) Control Classified Documents and Materials
- (4) Collection Management
- (5) Evaluate Intelligence Information
- (6) Perform Terrain Analysis
- (7) Analyze Information in Support of Intelligence Productivity
- (8) Disseminate Information Received
- (9) Coordinate Intelligence Operations
- (10) Perform Interrogation Duties
- (11) Monitor Handling of Captured Personnel
- (12) Perform Interpreter Duties
- (13) Perform Duties with Interpreter
- (14) Determine Intelligence Report Requirements
- (15) Perform Basic CI Investigation Technique Procedures

- (16) Perform CI Services
- (17) Participate in Tactical CI Operations
- (18) Perform CI Functions in Tactical Environment
- (19) Internal Defense and Development Operations
- (20) Perform Special Operations
- (21) Participate in Development of HUMINT Operations
- (22) Perform Undercover Operations
- (23) Participate in Confidential Source Operations
- (24) Develop Troubleshooting Techniques on Electronic Systems
- (25) Develop Intelligence

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JUDGE ADVOCATE GENERAL

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DEPARTMENT OF THE ARMY
THE JUDGE ADVOCATE GENERAL'S SCHOOL
CHARLOTTESVILLE, VIRGINIA 22901

JAGS-ADN

25 May 1979

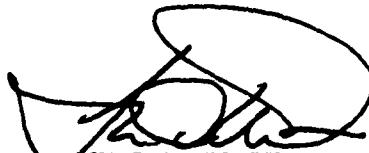
SUBJECT: Soft Skill Areas Report, RCS ATTNG-OT63

Commander
U. S. Army Training and Doctrine Command
ATTN: ATTNG-TDI-ORA
Fort Monroe, Virginia 23651

Inclosed is the Soft Skills Report as requested in your 1 May message.

FOR THE COMMANDANT:

1 Incl
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THOMAS A. WILSON
Captain, AGC
Adjutant

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DEPARTMENT OF THE ARMY
THE JUDGE ADVOCATE GENERAL'S SCHOOL
CHARLOTTESVILLE, VIRGINIA 22901

JAGS-ADN

25 May 1979

MEMORANDUM FOR: OCCUPATIONAL RESEARCH AND ANALYSIS DIVISION
TRAINING DEVELOPMENTS INSTITUTE

SUBJECT: Soft Skill Areas Report

1. Inclosed with this memorandum is a list of soft skill areas in military justice and law of war training. The following discussion may also be useful in developing an approach to soft skill training analysis.
2. From the perspective of the work done at the JAG School, there are several essential qualities of a soft skill. There may be other aspects, and perhaps the qualities noted below might be expressed differently. However, soft skills appear to have these common characteristics:
 - a. They involve processes that span time. This is in contrast to a mechanical task, which, although it could take a lot of time, focuses on a definite set of steps and a definite point of accomplishment. Soft skill tasks are often prospective and preventive. They involve concepts such as planning, analysis and development. The doer must draw on past experience and events, apply knowledge which extends beyond mechanical skills, and project action into the future.
 - b. Soft skills are discretionary in several senses: the doer must determine whether any action is required and must decide on the timing. Most critically, the soft skill function involves varying the conditions of performance. In other words, the doer of a soft skill can establish and change the conditions of performance.
 - c. Accomplishment of a soft skill is based primarily on a wide range of knowledge rather than mechanical skills. This is an area where rehearsal of steps and learning a process is not the entire answer. Viewed from another angle, it is difficult to isolate specific knowledges required to accomplish a soft skill task.
 - d. Human interaction and behavior play important roles in soft skills. Human capabilities, reactions and emotions must be evaluated. The collective personality of a group of people is often involved.

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JAGS-ADN

25 May 1979

SUBJECT: Soft Skill Areas Report

e. Soft skills frequently concern matters where more than one possible solution or course of action would be successful, or at least be acceptable performance.

3. There is another quality of soft skills that is more definitional than analytical: a soft skill task defies precise identification of procedural steps. This does not help at all for developing a notional concept of soft skill areas. But it does suggest that we ought to look to something other than traditional task analysis as an approach to training development.

4. I suggest that as we develop an acceptable concept of what a soft skill is, we also develop ideas of efficient, practical training analysis. I suspect that procedures used to analyze mechanical tasks will not be worth the time for soft skills. There are too many variables in tasks of counseling, deciding on appropriate disciplinary measures, and the like to make field survey work and job inventories worth the time. The "old fashioned" institutional expertise approach may work well for soft skills.



PETER K. PLAUT
Major, JAGC
Chief, Nonresident Instruction

1 Incl
as

Military Justice Tasks

- Make probable cause determinations to authorize apprehensions.
- Conduct a search incident to apprehension.
- Impose restriction pending disposition of charges.
- Make preliminary determination of court-martial jurisdiction regarding alleged misconduct or disciplinary violation.
- Administer warning of rights to a suspect or an accused soldier before questioning.
- Interview a witness.
- Question a suspect or an accused person.
- Protect a crime scene until police authorities arrive.
- Request from a commander authority to conduct a search, and provide the commander with the information needed to make a probable cause determination.
- Request a search warrant from a military judge or magistrate, and provide the information needed to make a probable cause determination.
- Make probable cause determinations to authorize searches.
- Conduct a search pursuant to a commander's authorization or a search warrant.
- Conduct a search based upon immediate necessity to prevent the removal of criminal goods.
- Secure consent to search.
- Seize evidence.
- Confiscate contraband.
- Safeguard and maintain chain of custody on evidence or other property.
- Coordinate military justice matters with the SJA office.
- Coordinate military justice matters with PM or other investigative agent.

Coordinate with SJA office on referral of cases to federal magistrate.

Report suspected criminal activities.

Make recommendations to the commander for disciplinary action or court-martial disposition of an offense.

Evaluate reports of alleged misconduct or disciplinary violations.

Conduct preliminary inquiry concerning suspected offenses.

Prepare court-martial charges and specifications.

Prepare documentation recommending trial by court-martial.

Assist the commander in preparing disciplinary actions.

Recommend nonjudicial punishment (Article 15, UCMJ) of a soldier to the commander.

Prepare documentation recommending field grade Article 15 punishment for a soldier.

Conduct a formal hearing on nonjudicial punishment.

Process appeals of nonjudicial punishment.

Participate as a member of a court-martial panel (i.e., serve as a court-martial jury member).

Testify in court-martial proceedings.

Testify at Article 15 proceedings.

Provide support to courts (insure presence of witnesses, accused; arrange for prisoner escort/guard).

Conduct a formal pretrial investigation IAW Article 32, UCMJ.

Try cases as a summary court officer.

Coordinate/conduct training in military justice.

Law of War Tasks

Coordinate training in and instruct troops concerning Hague and Geneva Conventions.

Apply rules of engagement and provisions of Hague and Geneva Conventions to selection of targets.

Apply rules of engagement and provisions of Hague and Geneva Conventions to the employment of weapons.

Apply rules of engagement and provisions of Hague and Geneva Conventions to the conduct of tactical operations.

Identify violations of the law of war.

Apply the rules of the Geneva Convention in regard to civilians.

Apply the rules of the Geneva Convention in regard to combatants.

Apply the rules of the Geneva Convention in regard to noncombatants.

Apply rules of the Geneva Convention in regard to wounded and sick.

Apply the rules of the Geneva Convention in regard to enemy property.

Apply the rules of the Geneva Convention in regard to prisoners of war.

Train personnel in the requirements of status of forces agreement (non-CONUS only).

~~_____~~
Coordinate criminal and civil jurisdictional matters with local liaison authority (international affairs judge advocate) (non-CONUS only).

Insure applicable status of forces agreements are adhered to in processing for transfer or removal those US personnel charged with offenses in foreign courts (non-CONUS only).

MILITARY POLICE

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DEPARTMENT OF THE ARMY
US ARMY MILITARY POLICE SCHOOL/TRAINING CENTER AND FORT MCCLELLAN
Fort McClellan, Alabama 36205

ATZN-TDP

29 MAY 1979

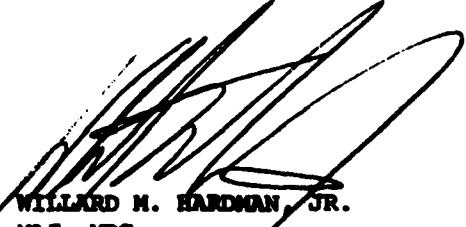
SUBJECT: Soft Skill Areas RCS Number ATTING-OT63

Commander
US Army Training and Doctrine Command
ATTN: ATTING-TDI-ORA
Fort Monroe, VA 23651

1. Reference Msg 00127, Dir Tng Dev Institute Ft Monroe, VA, ATTING-TDI-ORA, 0116007 May 79, subject as above.
2. Inclosure, Notional Examples of Soft Tasks, is submitted as requested by referenced message.

FOR THE COMMANDANT:

1 Incl
as


WILLARD M. HARDMAN, JR.
MAJ, MPC
Chief, Program Management Office

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NOTITIONAL EXAMPLES OF SG 31, SOFT TASKS

1. TRAFFIC CONTROL

- a. Develop traffic accident spot maps.
- b. Analyze/determine likely traffic hazards from accident spot maps.
- c. Conduct traffic studies for planning and adjusting traffic circulation.
- d. Analyze/determine traffic trends in problem areas from traffic studies.
- e. Coordinate with engineers to install/remove/replace traffic control devices.
- f. Establish traffic safety programs.
- g. Review federal magistrate procedures.
- h. Coordinate scheduling of personnel for traffic court.
- i. Review military traffic citation programs.
- j. Review reports of commander's action for traffic citations.
- k. Establish the vehicular parking enforcement programs.
- l. Control vehicle impoundment programs.
- m. Coordinate with state law enforcement agencies to establish traffic point reciprocity programs.
- n. Direct enforcement of registration programs.
- o. Control vehicle safety inspection programs.
- p. Plan utilization of traffic enforcement personnel assets.
- q. Review traffic control plan.

2. DISCIPLINE, LAW, AND ORDER

- a. Evaluate emergency/special threat operations.
- b. Coordinate w/ local military/civilian and news media representative.

- c. Coordinate with law enforcement agencies/host countries to conduct combined operations.
- d. Analyze crime statistics to determine law enforcement problem areas and crime trends.
- e. Coordinate patrol activities with desk sergeant.
- f. Coordinate with civilian law enforcement personnel to arrange for the arresting of soldiers on post.
- g. Coordinate with local SJA and PM to secure information on questions of legal nature.
- h. Plan MP support for special events (parades, celebrations, etc.).
- i. Plan for civil disturbance operations.
- j. Review legal aspects of civil disturbance operations.
- k. Establish safety programs for dependents and dependent housing areas.
 - l. Develop plans to insure individuals are advised of legal rights.

3. CRIME PREVENTION.

- a. Establish crime prevention program for mobilization operations.
- b. Evaluate areas or procedures contributing to criminal activity and recommend corrective action.
- c. Develop programs aimed at involving local community in crime prevention.
- d. Establish specialized crime prevention patrols to target specific types of crime.
- e. Develop crime analysis program.

4. CRIMINAL INVESTIGATION.

- a. Establish investigation section operating procedures.
- b. Develop crime survey and prevention plans.
- c. Establish criminal information program.
- d. Establish liaison with other military and civilian law enforcement agencies.

- e. Monitor conduct of investigations.
- f. Plan for war crime investigations.
- g. Study and analyze evidence, laboratory findings, and statements.
- h. Evaluate field test of newly acquired investigative equipment.
- i. Evaluate effectiveness of investigative techniques.
- j. Evaluate probationary agent training program.

5. PHYSICAL SECURITY.

- a. Evaluate personnel under reliability criteria.
- b. Plan for employment of security forces.
- c. Review new construction/modification plans for physical security safeguards.
- d. Develop physical security inspection and survey program.
- e. Conduct security education program.
- f. Plan for security escort (weapons, money, sensitive items, etc.).
- g. Evaluate administrative security measures.
- h. Evaluate information security activities.
 - i. Plan for/provide nuclear, sensitive materials, and weapons transport security.
 - j. Establish security measures during bomb threat operations.
 - k. Plan for supply and equipment security in transit.
 - l. Coordinate physical security activities with Movement Control Center (Highway Traffic Control, etc.).
 - m. Evaluate computer security program.
 - n. Establish computer security measures.
 - o. Evaluate lock and dam security.
 - p. Plan for utilization of working dogs.
 - q. Evaluate working dogs for disposal.

- r. Plan for working dog demonstrations.
 - s. Review training for working dogs.
 - t. Evaluate effectiveness of working dog teams.
- f. ENEMY PRISONERS OF WAR (EPW) OPERATIONS.
- a. Monitor EPW correctional operations.
 - b. Administer disciplinary action over EPW.
 - c. Administer EPW work training program.
 - d. Coordinate EPW/civilian internee activities for subordinate/adjacent units.
 - e. Advise Allied/Host Nationals in EPW operations and techniques.
7. CIRCULATION CONTROL OF INDIVIDUAL/VEHICLES.
- a. Coordinate establishment of personal identification system for host nation civilians.
 - b. Coordinate insurgent apprehension campaign with host nation police.
 - c. Coordinate support requirements to river-crossing operations.
 - d. Coordinate with military intelligence and civil affairs on refugee operations.
 - e. Coordinate refugee control operations with host nation officials.
 - f. Prepare planning guidance for preparation of highway regulation plan in coordination with Highway Traffic Headquarters.
8. CONFINEMENT AND REHABILITATION.
- a. Review computation of prisoner minimum release date.
 - b. Review/approve/disapprove passes for prisoners.
 - c. Review/sign receipts for transferred prisoners.
 - d. Administer disciplinary measures.
 - e. Evaluate prisoner progress after return to duty.
 - f. Coordinate with SJA, IG, and medical personnel considering disposition of prisoners.

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8. Plan confinement/detention facility, fire, disturbance, and escape operation program.

h. Review correctional treatment files.

9. REAR AREA COMBAT OPERATIONS (RACO).

a. Advise supported commanders on military police RACO support.

b. Evaluate passive security measures in rear area (i.e., noise and light discipline, concealment, and deception).

c. Recommend RACO operations to base commander, COSCOM, DISCOM, and other elements.

d. Coordinate local base/area defense plans.

SOFT SKILL TASKS - NCOA

1. Analyze and evaluate training.
2. Supervise Unit Training.
3. Supervise Organizational Maintenance.
4. Supervise preparation of Platoon Defense positions.
5. Supervise MP Platoon Functions in a Theater of Operations.
6. Supervise Platoon Operations in a built up area.
7. Supervise Platoon in Rear Area Combat Operations.
8. Supervise Unit Decontamination of Equipment.
9. Supervise Use of Radiac Equipment.
10. Supervise Tactical Dosimetry Operation.
11. Supervise Collection/Reporting of Police Information.
12. Analyze Selective Enforcement Data
13. Supervise MPI Section.
14. Analyze Traffic Studies.
15. Supervise Overall Security of a Field Storage Location.
16. Supervise Platoon in Riot Control Formations.
17. Supervise Isolation of an Area.
18. Recall those items of information necessary to perform the duties of an NCO
 - a. Duties of an NCO
 - b. Responsibilities
 - c. Authority
19. Recall those items of information and actions necessary in hostage negotiations.

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20. Recall the steps and information necessary to counsel a subordinate.
21. Recall the information and actions necessary to promote equal opportunity in the unit.
22. Recall the OE techniques to improve platoon effectiveness.
23. Plan traffic control for River Crossing Operations.
24. Plan Security for Division Main CP.
25. Plan Establishment of Roadblocks and Checkpoints.
26. Plan Route Reconnaissance.
27. Plan Enforcement of Traffic Regulations.
28. Plan Security Force Operations.

SOFT SKILL TASKS - MOS 95B

1. Interpersonal Communications - Interaction between subject, suspect, victim, witness and the MP.
2. Crime Scene Protection.
3. Identify Evidence.
4. Operate a vehicle.
5. Stop and approach violators (on foot and in vehicles).
6. Determine Probable Cause
 - a. Search
 - b. Apprehension
7. Determine Legal Search
8. Determine level of enforcement action to take
9. Determine type of search to perform.
10. Decide when to use Deadly Force.
11. Decide level of force to use.

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SOFT SKILL TASKS - MOS 95C

1. Counsel Prisoners
2. Counsel Subordinates
3. Present Instruction
4. Write SOPs
5. Prepare correspondence
6. Prepare lesson plans
7. Implement emergency control plans
8. Prepare EERs and SEERs.
9. Brief subordinates on EPMS.
10. Detect symptoms of unusual or potential deviant behavior.
11. Communicate with prisoners (Interpersonal Communications).
12. Supervise administrative/disciplinary segregation areas.
13. Manage prisoner property and funds sections.
14. Supervise prisoner movement within a correctional/confinement facility.
15. Monitor physical security in a correctional/confinement facility.
16. Direct shakedown inspections.
17. Supervise visitor's calls.
18. Plan and coordinate prisoner recreational and welfare programs.
19. Review emergency control plans.
20. Initiate recommendation for an award or decoration.
21. Supervise prisoner processing.
22. Coordinate prisoner counseling and evaluation programs.

23. Coordinate prisoner welfare programs.
24. Explain effects of various types of discharges.
25. Monitor dining facility operations.
26. Coordinate the issue of medication.
27. Plan prisoner visiting procedures.
28. Coordinate prisoner hospitalization.
29. Coordinate prisoner details and appointments.
30. Escort prisoner.
31. Determine amount of force to use on unruly prisoner to subdue.
32. Explain legal rights to prisoners.
33. Monitor and coordinate mial operation within a correctional/confine-
ment facility.
34. Investigate incidents within a facility.

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20. 191-4706 Coordinate Counterterrorism Planning with Local Law Agencies, FBI, State Department and Host Nation Officials as appropriate.
21. 191-4707 Supervise Actions of the Crises Management Team
22. 191-4709 Plan for Contingencies
23. 191-4801 Determine When to Activate the Crises Management Team
24. 191-4803 Implement Use of Force

SOFT SKILL TASKS - COUNTER TERRORISM

1. 191-4102 Disseminate Intelligence Information
2. 191-4107 Use Agencies for Info/Intell Gathering
3. 191-4111 Enforce and Comply with Legal Restrictions on Information Gathering - OCONUS
4. 191-4201 Evaluate Threat Analysis Capability
5. 191-4202 Describe the Transnational Threat
6. 191-4301 Evaluate Physical Security Measures in Light of Potential Terrorist Threat
7. 191-4302 Designate the Duties/Responsibilities of the Physical Security Officer
8. 191-4303 Determine the Legal Basis of Access to a Military Installation
9. 191-4403 Evaluate Measures for the Protection of VIPs
10. 191-4401 Identify Personnel Protective Measures
11. 191-4405 Determine Legal Basis of Military Protection of Potential Targets
12. 191-4501 Use OPSEC
13. 191-4601 Determine Legal Sufficiency of a Crisis Management Plan
14. 191-4603 Determine Legal Basis for Command Responsiveness to FBI/ State Department
15. 191-4604 Describe Negotiations Policy/Techniques
16. 191-4605 Evaluate Current Local Authority and Jurisdiction Status
17. 191-4701 Evaluate Crises Management Capability
18. 191-4702 Designate Responsibilities for Counterterrorism Planning/ Action
19. 191-4703 Evaluate Installation Counterterrorism Training Programs

SCHOOL of MUSIC

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DEPARTMENT OF THE ARMY
HEADQUARTERS, U. S. ARMY ELEMENT, SCHOOL OF MUSIC
NAVAL AMPHIBIOUS BASE (LITTLE CREEK)
NORFOLK, VIRGINIA 23821

ATTNG-SM-DTD

15 MAY 1979

SUBJECT: Soft Skill Areas RCS Number ATTNG-0T63

Commander
US Army Training and Doctrine Command
ATTN: ATTNG-SM-DTD
Fort Monroe, VA 23651

1. Reference your 011600Z May 79, subject SAB.
2. The following "soft skill" areas have been identified and are presently listed as tasks in CMF 97 upper level Soldier's Manuals (12-02Z). The parenthetical numbers are task numbers.
 - a. Management
 - (1) Prepare the Unit Standard Operating Procedure (5201)
 - (2) Devise a Unit Mail Service SOP (5202)
 - (3) Prepare the Band for a General Inspection (5204)
 - (4) Administer a Pre-enlistment Audition (5805)
 - b. Counselling
 - (1) Train Subordinate NCOs in Administrative Matters (5205)
 - (2) Conduct refresher Training in Musical Subjects (5401)
 - (3) Provide Personal Affairs Counselling to Subordinates (5802)
 - (4) Provide Preliminary Counselling in Administrative Law (5803)
 - c. Leadership
 - (1) Prepare a Concert (5502)
 - (2) Conduct the band in Concert Band Music (5503)
 - (3) Conduct a Marching Band Drill (5601)
 - (4) Lead a Ceremonial Commitment (5701)

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15 MAY 1979

ATTNG-SM-DTD

SUBJECT: Soft Skill Areas RCS Number OT63

3. This headquarters recognizes that the above areas could be further broken down into categories of supervision, training, technical area instruction, and long range planning, but all categories are included in the following definition of management practice: a complex of interrelated conceptual skills and arts applied to isolate, identify, define, and achieve an objective.

a. Management practice (soft skills) is conceptual because it requires skills in logic, communication, perception, and psychology.

b. It is an art because it requires creative thinking, correct application of management and psychological principles, correct application of problem identification and solution procedures, and a personal character with personality traits admirable, or at least acceptable, to subordinates. Some of those character traits are rationality, fairness (justice), honesty, integrity, dignity, and pride.

c. Management practice is a complex of interrelated skills because a. and b. (above) are practiced together regardless of the manager's desires (subordinates will perceive them as a whole).

d. The definition above does not refer to the quantity or quality of interrelated skills required because these will vary widely among jobs, positions, and individuals.

4. For further analysis assistance on "soft skills," it is recommended that you contact CRI Training Manager Kenneth Gaskins, Chief Staff Faculty Development Division, US Army Transportation School, Fort Eustis, VA 23604, AV 927-2372.

5. It is further recommended that all those involved with realistic concept and category formulation read Ayn Rand's Introduction to Objectivist Epistemology, a book that identifies the principles of, and provides an accurate theoretical base for, correct concept formation, analysis, and validation.

FOR THE COMMANDANT:



VINCENT R. DIFIORE
CPT, 'GC
Executive Officer

ORGANIZATIONAL EFFECTIVENESS S
CENTER

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DEPARTMENT OF THE ARMY
U.S. ARMY TRAINING AND DOCTRINE COMMAND
ORGANIZATIONAL EFFECTIVENESS CENTER & SCHOOL
POST OGR, CALIFORNIA 90211

ATXW-RMA-TD

24 May 1979

SUBJECT: Soft Skills Areas RCS Number ATTNG-OT63

Director
Training Development Institute
ATTN: ATNG-TDI-ORA
Ft. Monroe, VA 23651

1. References:

- a. Dir. TDI, ATTNG-TDI-ORA message, 011600Z May 79, subject as above.
- b. Leadership Conference 79.
- c. Leadership Monograph series, numbers 8, 9, 11 and 12.
- d. Organization Effectiveness Service School Modules for the basic level NCO, Advanced NCO, Basic Officer, Advanced Officer and CGSC.
- e. ARI Research Problem Review 76-16.
- f. HQ TRADOC letter, ATTNG-TDI-OTSD, dated 19 March 1979, subject: Officer Common Task List.

2. Reference 1a directed that a one-time report covering soft skills be forwarded. References 1b through 1f represent resource documents for common soft skills.

3. Inclosures 1 through 8 contain a listing of common tasks associated with organizational effectiveness. The listing should not be considered all inclusive nor exhaustive. The subject areas used are those contained in Leadership Monograph 8 and are used for the convenience of establishing a common ground with other, overlapping proponents.

4. OECS point of contact is LTC Brown, AV 939-7058.

FOR THE COMMANDANT:

A handwritten signature in black ink, appearing to read "Wayne T. Armour".
WAYNE T. ARMOUR
CPT(P), Infantry
Adjutant

8 Incl
as

1. Communications.

- a. Establish communication.
- b. Use Chain of Command and other formal channels of communication.
- c. Use informal channels of communication.
- d. Monitor communications.
- e. Identify barriers to communications.
- f. Eliminate barriers to communications.
- g. Perform effective listening.
- h. Provide feedback.
- i. Analyze feedback data.
- j. Synthesize information.
- k. Interpret orders and instructions.
- l. Communicate orders and instructions to subordinates.
- m. Conduct meetings.
- n. Plan unit meetings and conferences.
- o. Identify the communications processes in a job situation.
- p. Present a briefing.
- q. Use feedback.
- r. Note hidden agendas.
- s. Confront an individual on incongruences between verbal, nonverbal, and paraverbal behavior.
- t. Prepare and write memoranda, fact sheets, SOP's, policy letters and directives.
- u. Identify and practice the skill of active listening.
- v. Recognize and deal with noncongruence.
- w. Recognize and employ levels of interpersonal communication in conflict.

- x. Identify environmental communications which affect the military.
- y. Identify, interpret, and send symbolic communications.
- z. Develop a climate for effective communications.
- aa. Identify personal barriers to effective communication.
- bb. Keep others informed.
- cc. Identify the impact of messages on the organization.

2. Human Relations.

- a. Integrate new people into the unit/activity.
- b. Integrate individual needs and goals with organizational needs and goals.
- c. Develop teamwork.
- d. Clarify roles of subordinates.
- e. Motivate subordinates.
- f. Establish proper leader to subordinate relationship.
- g. Establish proper subordinate to leader relationship.
- h. Apply an appropriate leadership style based on the situation.
- i. Exercise power over others.
- j. Influence others.
- k. Use the military leadership process.
- l. Identify the dynamics of group interaction.
- m. Allow subordinates to do independent creative work.
- n. Share your feelings with another person without threatening that person.
- o. Surface, identify, and discuss your own needs and objectives in a given situation.
- p. Surface, identify and discuss your fears, prejudices, strengths and weaknesses in dealing with life and other people.
- q. Identify interpersonal behaviors in a job situation.
- r. Apply rewards and punishment equitably.
- s. Motivate subordinates.
- t. Develop group cohesion.
- u. Develop team work.
- v. Assist in career planning.
- w. State organizational expectations regarding subordinates behavior.
- x. Demonstrate concern for superiors, peers and subordinates.
- y. Recognize individual needs.

3. Counseling.
 - a. Perform performance counseling.
 - b. Perform personal counseling.
 - c. Conduct disciplinary counseling with subordinates.
 - d. Use effective questioning techniques during counseling.
 - e. Use effective interviewing techniques during counseling.
 - f. Act on your limitations as a counselor.
 - g. Evaluate subordinates performance.
 - h. Conduct an interview.
 - i. Assist a person to identify the needs of that person's organization.
 - j. Assist a person to identify his personal needs.
 - k. Establish a person's expectations about the interview.
 - l. Model appropriate behavior in the interview situation.
 - m. Identify and act on verbal, nonverbal and paraverbal cues for positive and negative behaviors.
 - n. Use interview techniques.
 - o. Determine a person's attitude toward you.
 - p. Ask a clarifying question.
 - q. Take interview notes.
 - r. Create a secure environment for an interviewee.
 - s. Ask a reflective question.
 - t. Ask a fact-finding question.
 - u. Assist a person to state organizational issues, concerns and problems in specific terms.
 - v. Select and use appropriate questions.
 - w. Conduct appraisal counseling.

- x. Conduct disciplinary counseling.
- y. Counsel subordinate leaders in selected effective leadership methods.
- z. Counsel a subordinate in how to deal with a personal problem.
 - aa. Counsel and train subordinates in the nature and application of substance abuse rehabilitation/prevention programs.
 - bb. Identify individuals for counseling.
 - cc. Provide counseling training.

4. Supervision.

- a. Supervise subordinates.
- b. Develop subordinates.
- c. Ensure coordination is accomplished.
- d. Review organizational processes.
- e. Determine the success or failure of actions.
- f. Manage change.
- g. Supervise a unit organizational effectiveness operation.
- h. Maintain unit cohesion.
- i. Reduce dissatisfaction.
- j. Assume (accept) risks.
- k. Identify the dominant group norms in a job situation.
- l. Observe a work area and identify the strongest and weakest work processes.
- m. Organize resources for mission/task accomplishment.
- n. Stimulate subordinates to accept and work toward mission goals and task accomplishment.
- o. Display technical competency to earn respect of men.
- p. Motivate/challenge subordinates through innovative training and task assignments.
- q. Training and encourage subordinate leaders to assume greater responsibility.
- r. Determine current levels of proficiency of subordinates.
- s. Represent work group to external agencies.

5. Decision Making.

- a. Establish a decision-making process.
- b. Use a decision-making process.
- c. Manage a decision-making process.
- d. Conduct job interviews (military/civilian).
- e. Use available information to make decisions.
- f. Compile advantages and disadvantages for each course of action.
- g. Determine facts to include possible courses of action.
- h. Provide reasons for a decision to superiors, peers and subordinates.
 - i. Make decisions without consultation with superiors, peers, or subordinates.
 - j. Take action on decisions made without consultation with superiors, peers, and/or subordinates.
 - k. Implement new and/or different solutions to problems which have a proven solution.
 - l. Develop quick, practical solutions to immediate problems.
 - m. Describe the problem.
 - n. Describe desired outcomes.
 - o. Develop and describe alternatives.
 - p. Evaluate alternatives for effectiveness.
 - q. Evaluate alternatives for efficiency.
 - r. Select the best alternative.

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6. Management Science.

- a. Review organizational systems and subsystems.
- b. Manage resources to accomplish missions.
- c. Conduct management by objectives.
- d. Request OE assistance.
- e. Administer an OE operation.
- f. Review data received from an OE operation.
- g. Use the four-step process of OE.
- h. Review the role of the OESO and the officer.
- i. Manage time.
- j. Analyze and improve work flow in a unit and/or activity.
- k. Manage conflict.
- l. Use the principles and procedures of OE.
- m. Use the functions of management.
- n. Use the principles of performance management.
- o. Improve personal job performance by improving personal skills.
- p. Organize a unit or activity to accomplish a mission.
- q. Structure a unit or activity to accomplish a mission.
- r. Identify operational problems.
- s. Select training/instructional methodologies best suited to meet professional development goals of subordinates.
- t. Determine training standards and evaluate training results against training standards.
- u. Identify, request and use external experts and/or agencies.
- v. Identify and analyze indicators of unit effectiveness.
- w. Identify and analyze work flow.

- x. Implement an action plan.
- y. Manage a crisis situation.
- z. Delegate authority.
 - aa. Analyze evaluation data.
 - bb. Observe organizational activities.
 - cc. Establish evaluation criteria.
 - dd. Use a management development program.
 - ee. Identify and analyze overlapping functions.
 - ff. Provide information to OESO.
 - gg. Define/designate organizational relationships.
 - hh. Identify goals.
 - ii. Manage success.

7. Planning.

- a. Establish effective unit goals.
- b. Develop a plan to achieve unit goals and objectives.
- c. Execute a plan.
- d. Evaluate a plan.
- e. Determine the impact of an action on a unit.
- f. Use backward planning techniques.
- g. Establish individual goals and objectives.
- h. Establish measurable outcomes.
- i. Use analysis methods.
- j. Determine and use a means to evaluate operations.
- k. Plan unit/agency tasks and missions.
- l. Develop policies and procedures for accomplishing unit/agency tasks and missions.
- m. Plan professional development training programs for subordinates.
- n. Establish short term objectives.

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8. Ethics.

- a. Set the example.
- b. Act on own convictions.
- c. Communicate the need for and foster the highest ethical standards of professional and personal conduct.
- d. Communicate verbally and behaviorally the Army's values.
- e. Behave consistently with acceptable professional values.
- f. Assess the ethical climate of the organization.
- g. Reinforce ethical behavior.

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J

ORDNANCE & CHEMICAL

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A = ORA

ROUTINE

PT 02587 144/2137Z

PAGE 01

TRADOC (ACT/PI): **ATTNG**
CS — ORI — ND — DAR — CIO —
DOC — RD — CH — INS — PHQ —
CM — AG — OPA — NSU — TCC —
CD — CE — VEA — TCF — ACC —
TNG — DS — JA — FMF — NSY —
RM — EN — FE — NMF —
PR — IG — CON — MRE —
LG — PM — SAC — SSD —
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USATC/FE (ACT/PI):
CDR — MISO — DFAE — STORY — ACC —
CS — CPO — DRM — ATL — TCC —
CSM — FEOO — FIN — CID —
VIS — PM — DMED — COMSY —
CHAP — DPCA — DENT — DISTRIBUTION
PAO — AG — DCE — AOP COORD INFOR
IG — DPTS — TSCM — WEN — CPS —
SJA — DIO — 7 ADCSF-O JREF — XR —
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TO CDRTRADOC FT MONROE VA//ATTNG-TDI-ORA//

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SUBJ: SOFT SKILL AREAS RCS NUMBER ATTNG-0T63

A. YOUR ATTNG-TDI-ORA 011600Z MAY 79 (U).

THE NUCLEUS OF SOFT SKILLS WITHIN THE USAOCCS IS COMPRISED PRIMARILY OF THOSE MANAGERIAL AND SUPERVISORY TASKS ASSOCIATED WITH OFFICER AND SENIOR NCO DUTY AREAS. THESE PRIMARY AREAS CONTAIN MANY SUBCATEGORIES. EXAMPLES ARE LISTED BELOW:

A. MAINTENANCE MANAGEMENT

- (1) DEVELOP MAINTENANCE PLANS AND POLICY
- (2) ORGANIZE MAINTENANCE ASSISTANCE AND INSTRUCTION TEAM
- (3) PLAN WORK FLOW
- (4) PREPARE MAINTENANCE ANNEX TO SOP

D150

ROUTINE

- (5) SUPERVISE WHEEL/TRACK VEHICLE MAINTENANCE
- (6) IMPLEMENT CONTROLLED CANNIBALIZATION PROCEDURES

B. SUPPLY MANAGEMENT

- (1) REVIEW TAMMS FORMS AND RECORDS

PAGE 2 RULNCVD0071 UNCLAS

- (2) SUPERVISE PREPARATION AND SHIPMENT OF PARTS, EQUIPMENT AND TOOLS

- (3) ESTABLISH SHOP SUPPLY PROCEDURES
- (4) MAINTAIN ACCOUNTABILITY OF ASSIGNED PROPERTY
- (5) MAINTAIN INVENTORY OF REQUIRED EQUIPMENT

C. PERSONNEL MANAGEMENT

- (1) PROVIDE COUNSELLING TO SUBORDINATES ON CAREER AND PERSONAL MATTERS

- (2) ESTABLISH DRUG/ALCOHOL ABUSE PROGRAM
- (3) SUPERVISE MAINTENANCE OF INDIVIDUAL AND ASSIGNED TOE EQUIPMENT

- (4) DEVELOP EDUCATIONAL AND RECREATIONAL PROGRAMS

D. ADMINISTRATIVE MANAGEMENT

- (1) DRAFT CORRESPONDENCE

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ROUTINE

- (2) PRESENT MILITARY BRIEFINGS
- (3) CONTROL AND STORE CLASSIFIED DOCUMENTS
- (4) REVIEW RECOMMENDATIONS FOR AWARDS AND DECORATIONS
- (5) MAINTAIN REFERENCE LIBRARY

E. FIELD OPERATIONS

- (1) ESTABLISH FIELD SITE LAYOUT

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- (2) PLAN CONVOY OF UNIT VEHICLES
- (3) UTILIZE OPERATIONS ORDER
- (4) ESTABLISH REAR AREA PROTECTION PROCEDURES (RAP)
- (5) ESTABLISH PERIMETER DEFENSE

F. TRAINING MANAGEMENT

- (1) ORGANIZE AND MONITOR INFORMAL ON-THE-JOB TRAINING
TOJT PROGRAM
- (2) ORGANIZE AND MONITOR SKILL QUALIFICATION TESTING
ISQT
- (3) ESTABLISH WHEEL/TRACK VEHICLE DRIVER TRAINING
PROGRAM
- (4) REVIEW TRAINING OBJECTIVES

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PT02587 PAGE 04

ROUTINE

(5) PREPARE MASTER TRAINING PLAN

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QUARTERMASTER

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DEPARTMENT OF THE ARMY
U.S. ARMY QUARTERMASTER SCHOOL
FORT LEE, VIRGINIA 23801

ATSM-TD-TA-IT

31 MAY 1979

SUBJECT: Soft Skill Areas RCS Number OT63

Director
Training Development Institute
ATTN: ATTNG-TDI-ORA
Fort Monroe, Virginia 23651

1. References:

- a. Message 011600Z May 79, ATTNG-TDI-ORA, subject as above.
 - b. FONECON, CPT Begland, Training Development Institute, and MAJ Oldmixon, 23 May 79, subject as above.
2. Attached at Inclosure 1 is the QMS response to the message, 1a above.
3. The Quartermaster School POC is MAJ Oldmixon, AUTOVON 687-1769/1443.

FOR THE COMMANDANT:

1 Incl
as

Gene E. Fundum
GENE E. FUNDUM
1 LT, AGC
Assistant Adjutant General

755

<u>CAREER FIELDS</u>	<u>ENLISTED</u>	<u>OFFICER</u>		
	* 76 (SUPPLY & SVC)	** 76 (POL)	94B	81 82 92
<u>Administration</u>				
a. Set up and conduct meetings.	x	x	x	x x x
b. Make decisions on matters not completely covered by regulation.	x	x	x	x x x
c. Determine priorities.	x	x	x	x x x
d. Interpret directives and information.	x	x	x	x x x
<u>Exercises Command Authority in Military Justice Matters</u>				
Take command action on findings of investigating officers, courts, and boards.			x x x	x x x
				* Includes MOS's 41J, 42E, 43M, 57E, 57F, 76V, 76D, 76P, 76X, 76Y, 76Z
) Includes MOS's 76K and 92C

35th Dec.,

Counsels and Evaluates Subordinates as Troop Leader and Takes Action on Personal Problems

* 76 (SUPPLY & SVC) ** 76 (POL) 94B 91 82 92

- a. Interview, consult, and counsel subordinates concerning personal problems, performance and career development, or for other leadership purposes.
- b. Investigate and seek information to counsel, advise, or assist subordinates.
- c. Evaluate subordinates.

Performs Logistical Services Staff Functions

Monitor food service.

Training

- a. Determine the need for on-the-job training.
- b. Monitor, inspect and evaluate training performance and status.
- c. Test and evaluate training status and proficiency.
- d. Advise superiors concerning training matters.

Supervises Troop Appearance and Care and Maintenance of Materiel and Facilities—in Unit

Monitor the care and maintenance of weapons

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	<u>* 76 (SUPPLY & SVC)</u>	<u>** 76 (POL)</u>	<u>94B</u>	<u>81</u>	<u>82</u>	<u>92</u>
<u>Performs Supply Staff Functions</u>						
Interpret outputs from management and readiness information systems pertaining to supply	X			X	X	X
<u>Performs Command or General Management [Excluding Primary Mission Operations]</u>						
a. Determine and analyze functions, missions, parameters, priorities, and resources.	X		X	X	X	X
b. Evaluate organizational performance.	X	X	X	X	X	X
<u>Directs, Coordinates and Supervises a Staff</u>						
Interpret command guidance to the staff.	X			X	X	X
<u>Supervises a Staff Section, Detachment, or Office</u>						
a. Interpret pertinent directives and information.	X		X	X	X	X
b. Monitor, review and evaluate work.	X		X	X	X	X
c. Motivate, evaluate, and counsel subordinates.	X		X	X	X	X

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SOFT SKILL AREA

CAREER FIELDS

	<u>ENLISTED</u>	<u>OFFICER</u>
<u>Administration</u>	* 76 (SUPPLX & SVC)	** 76 (POL)
a. Prepare administrative SOPs and instructions.	X	X
b. Set up and conduct meetings.	X	X
c. Make decisions on matters not completely covered by regulation.	X	X X X X
d. Determine priorities.	X	X X X X
e. Resolve conflicts in priorities.	X	X X X X
f. Screen incoming correspondence and determine routing for action or information.	X	X X X X
g. Write nonroutine correspondence for commander.	X	X X X X
h. Review, interpret and apply directives and information.	X	X X X X
i. Determine content for daily bulletin or similar publication.	X	X X X X
j. Schedule appointments, conferences, and other such activities.	X	X X X X

* Includes Moe's 41J, 43E, 43M,
57E, 57P, 76C,
76D, 76P, 76X,
76T, 76Z

** Includes Moe's 76W and 92C

<u>Exercises Command Authority in Military Justice</u>	* 76 (SUPPLY & SVC)	** 76 (POL)	94B	81	82	92
<u>Matters</u>						
a.. Issue formal admonitions and reprimands.				X	X	X
b. Determine when to prefer charges.			X	X	X	
c. Review and take command action on findings of investigating officers, courts, and boards.			X	X	X	
d. Exercise authority of non-judicial punishment under UCMJ.			X	X	X	

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<u>SOFT SKILL AREA</u>	<u>CAREER FIELDS</u>										
	<u>ENLISTED</u>	<u>OFFICER</u>									
<u>Administration</u>	* 76 (SUPPLY & SVC)		** 76 (POL)		94B		81		82		92
a. Prepare administrative SOPs and instructions.	X		X		X		X		X		X
b. Set up and conduct meetings.	X		X		X		X		X		X
c. Make decisions on matters not completely covered by regulation.	X		X		X		X		X		X
d. Determine priorities.	X		X		X		X		X		X
e. Resolve conflicts in priorities.	X		X		X		X		X		X
f. Screen incoming correspondence and determine routing for action or information.	X		X		X		X		X		X
g. Write peacetime correspondence for commander.					X		X		X		X
h. Review, interpret and apply directives and information.	X		X		X		X		X		X
i. Determine content for daily bulletin or similar publication.	X		X		X		X		X		X
j. Schedule appointments, conferences, and other such activities.	X		X		X		X		X		X

* Includes Mos's 41J, 43E, 43M,
57R, 57F, 76C,
76D, 76P, 76X,
76Y, 76Z

** Jades Mos's 76W and 92C

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<u>Exercises Command Authority in Military Justice</u>	* <u>76 (SUPPLY & SVC)</u>	** <u>76 (POL)</u>	<u>94B</u>	<u>81</u>	<u>82</u>	<u>92</u>
<u>Matters</u>						
a.. Issue formal admonitions and reprimands.				x	x	x
b. Determine when to prefer charges.			x	x	x	
c. Review and take command action on findings of investigating officers, courts, and boards.			x	x	x	
d. Exercise authority of non-judicial punishment under UCMJ.			x	x	x	

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Counsels and Evaluates Subordinates as Troop Leader and Takes Action on Personal Problems

* 76 (SUPPLY & SVC) * 76 (POL) 94B

- a. Interview, consult, and counsel subordinates concerning personal problems, performance and career development, or for other leadership purposes. X X X X X
- b. Investigate and seek information to counsel, advise, or assist subordinates. X X X X X
- c. Pursue follow-up actions to help resolve personal problems of subordinates, coordinating with any other authorities concerned. X X X X X
- d. Evaluate subordinates. X

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<u>Performs General Logistics Staff Functions in a High-Level Staff</u>	<u>* 76 (SUPPLY & SVC)</u>	<u>** 76 (POL)</u>	<u>94B</u>	<u>81</u>	<u>92</u>
a. Advise superior and others concerning logistic matters.	x		x	x	x
b. Develop, coordinate and publish policy directives and SOPs, and monitor their execution.	x	x	x	x	x
c. Analyze information concerning logistics.	x	x	x	x	x
d. Prepare plans for logistic support units and activities.	x	x	x	x	x
e. Evaluate logistic activities and security of government property.	x	x	x	x	x
f. Develop studies, reports, records and correspondence pertaining to logistics.	x	x	x	x	x
g. Analyze requirements for and availability of future logistics resources.	x	x	x	x	x
h. Coordinate activities of staff agencies having logistics support responsibilities.	x	x	x	x	x
i. Conduct or arrange for actions and tests of logistic activities, and initiate corrective action.	x	x	x	x	x
j. Prepare and present logistics briefings.	x	x	x	x	x

Performs Logistical Services Staff Functions

	* 76. (SUPPLY & SVC)	* 76 (POL)	94B	81	82	92
a. Advise superior and others concerning logistical services.	x	x	x	x	x	x
b. Prepare policy directives and SOP.	x	x	x	x	x	x
c. Arrange for civilian labor and contractual services for logistical services.						
d. Coordinate logistical support to civil authorities.	x	x	x	x	x	x
e. Coordinate area damage control.	x	x	x	x	x	x
f. Monitor food service.	x	x	x	x	x	x
g. Arrange for miscellaneous logistical services such as shower points, shoe repair, laundry and dry cleaning.		x	x	x	x	x
h. Prepare plans, studies, correspondence and reports concerning logistical services.	x	x	x	x	x	x
i. Prepare budgetary and cost data pertaining to logistical services.		x	x	x	x	x
j. Prepare and present briefings on logistical services.	x	x	x	x	x	x

E9C

<u>Training</u>	* <u>76 (SUPPLY & SVC)</u>	** <u>76 (POL)</u>	<u>94B</u>	<u>81</u>	<u>82</u>	<u>92</u>
a. Conduct preparatory research in assigned subject area.	X		X	X	X	X
b. Plan and prepare units of instruction, including lesson plans, training aids and arrangements for physical facilities.	X	X	X	X	X	X
c. Prepare pamphlets, papers or other instructional materials.	X	X	X	X	X	X
d. Coordinate instructional substance, coverage and phasing with others concerned.	X	X	X	X	X	X
e. Present formal classroom instruction.	X	X	X	X	X	X
f. Conduct demonstrations.	X	X	X	X	X	X
g. Lead group discussion and seminar type instruction.	X	X	X	X	X	X
h. Prepare and conduct examinations, tests, classroom exercises, and laboratory work.	X	X	X	X	X	X
i. Evaluate instructional effectiveness and student learning and performance.	X	X	X	X	X	X
j. Prepare training schedules in accordance with higher training programs and directives.	X	X	X	X	X	X
k. Prepare lesson plans and plans for other training activities.	X	X	X	X	X	X
l. Arrange for training areas, training materials and aids.	X	X	X	X	X	X

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Supervises a Staff Section, Detachment,
or Office

- | | * 76 (SUPPLY & SVC) | ** 76 (POL) | 94B | 81 | 82 | 92 |
|---|---------------------|-------------|-----|----|----|----|
| a. Select, interpret and apply pertinent directives and information. | X | X | X | X | X | X |
| b. Organise personnel and other resources into functional elements to accomplish mission. | X | X | X | X | X | X |
| c. Prescribe standing operating procedures for internal functioning. | | X | X | X | X | X |
| d. Schedule and allocate work, assign priorities, issue guidance. | | X | X | X | X | X |
| e. Monitor, review and evaluate work. | X | X | X | X | X | X |
| f. Motivate, evaluate, and counsel subordinates. | X | X | X | X | X | X |

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<u>Performs Equipment Maintenance and Readiness</u>	<u>Staff Functions in a General Staff or other</u>	<u>Coordinating Staff</u>	<u>* 76V (SUPPLY & SVC)</u>	<u>** 76 (POL)</u>	<u>94B</u>	<u>81</u>	<u>82</u>	<u>92</u>
a. Advise commander and others concerning equipment readiness and maintenance matters.	X		X	X	X	X	X	X
b. Prepare policy directives and SOPs on-equipment maintenance and readiness.	X		X	X	X	X	X	X
c. Determine maintenance requirements, capabilities and authorizations.	X		X	X	X	X	X	X
d. Prepare studies, reports, and correspondence pertaining to maintenance and readiness of unit equipment.	X		X	X	X	X	X	X

	* 76 (SUPPLY & SVC)	** 76 (POL)	94	81	82	92
a. - Guidance for the establishment and operation of headquarters command post, and Operations Center.			X	X	X	
b. Formulate policies and SOP for the operation of the staff.			X	X	X	
c. Transmit and interpret command guidance to the staff.			X	X	X	
d. Assign and coordinate work of the staff by issuing instructions to principal staff officers and monitoring.			X	X	X	
e. Review studies, plans, orders, reports, and correspondence prepared by the staff and approve or disapprove or refer to commander with recommendation.			X	X	X	
f. Arrange and control liaison with other headquarters.			X	X	X	
g. Conduct specialized staff training and professional development.		X	X	X	X	
h. Monitor performance of command and take action to deal with problems.	X	X	X	X	X	
i. Inform and advise the commander in matters of concern to him.	X.	X	X	X	X	
j. Conduct staff conferences.			X	X	X	
k. Represent the commander and act for him.	X	X	X	X	X	
l. Range for the reception of visitors.) X	X	X	X	X)

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69C

Performs Command or General Management
(Excluding Primary Mission Operations)

	* 76 (SUPPLY & SVC)	*# 76 (POL)	94B	81	82	92
a. Determine and analyze functions, mission, parameters, priorities and resources.				X	X	X
b. Establish goals.	X			X	X	X
c. Organize and allocate personnel and other resources for accomplishment of mission.	X		X	X	X	X
d. Devise and issue SOPs.	X		X	X	X	X
e. Prescribe concepts, policy and standards concerning internal personnel matters.	X		X	X	X	X
f. Prescribe concepts, policy and standards concerning intelligence and security.			X	X	X	X
g. Coordinate staff and supporting services.	X		X	X	X	X
h. Plan future operations and activities.	X		X	X	X	X
i. Determine coordination lines.	X		X	X	{ X	
j. Coordinate with higher echelons and others concerned.	X		X	X	X	X
k. Inspect and evaluate organizational performance.	X		X	X	X	X

OCS

Supervises Troop Appearance and Care and
Maintenance of Material and Facilities
in Unit

	* 76(SUPPLY & SVC)	** 76 (POL)	94B	81	82	92
a. Select best method to monitor the care and maintenance of weapons and other equipment.	X	X	X	X	X	X
b. Develop indicators that show state of care and maintenance of facilities, grounds, and installation property in unit custody.	X	X	X	X	X	X
c. Analyze results of inspections of equipment,	X	X	X	X	X	X
d. Analyze results of inspections of facilities.	X	X	X	X	X	X

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ROUTINE

PT 00941 151/1820Z

PAGE 01

TRADOC (ACT/PI): *JHAGS*

CS — ORI — MD — DAR — CID
DOC — RO — CH — INS — PHU
CM — AG — OPA — NSW — TCC
CD — CB — WEA — TCF — ACC
TNG — DS — JA — FMF — NSY
RM — EN — FE — NMF —
PR — IG — CON — MRF —
LG — PM — SAC — SSD —

USATC/FF (ACT/PI):

CDR — MISO — DFAE — STORY — ACC
CS — CPO — DRM — ATL — TCC
CSM — FEOO — FIN — CID —
VIS — PM — DMFD — COMSY —
CHAP — DPCA — DENT —
PAO — AG — DCF —
IG — PPTS — TSCH —
SJA — DIO — 7TH —

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R 311211Z MAY 79

FM CDR USASCRFG FT GORDON GA //ATZHTD-A-M/AV//

TO DIR TNG DEV INSTITUTE FT MONROE VA //ATTNG-TDI-ORA//

BT

UNCLAS

SUBJECT: SOFT SKILL AREAS RCS NUMBER ATTN: 6-0T63

A. NO TRADOC MESSAGE 01160UZ MAY 79 SAB.

1. THE ABOVE MESSAGE REQUESTED SOFT SKILLS TASK FOR BOTH ENLISTED AND OFFICER SPECIALTIES FOR WHICH THE USASCRFG IS PROPOSANT.
2. IN COMPLIANCE WITH THE ABOVE MESSAGE, THE FOLLOWING LIST OF SOFT SKILLS TASK IS SUBMITTED.

A. ORGANIZATIONAL LEADERSHIP/MANAGEMENT.

(1) UNDERSTAND THE MISSION (ANALYZE MISSION TO DETERMINE SPECIFIC AND IMPLIED TASKS).

(2) PLAN THE USE OF AVAILABLE TIME.

(3) PREDICT PROBABLE OUTCOME OF EACH COURSE OF ACTION.

ROUTINE

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ROUTINE

- (4) COMPARE ADVANTAGES/DISADVANTAGES OF EACH COURSE OF ACTION.
- (5) INSURE COORDINATION IS ACCOMPLISHED.
- (6) INTERPRET AND COMMUNICATE ORDERS AND INSTRUCTIONS TO SUBORDINATES

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- (7) ASSIGN PRIORITIES TO ACCOMPLISH MISSION.
- (8) ORGANIZE/STRUCTURE TO ACCOMPLISH MISSION.
- (9) ASSIGN PERSONNEL TO ACCOMPLISH MISSION.
- (10) ESTABLISH UNIT/ACTIVITY GOALS/OBJECTIVES
- (11) PREPARE A BRIEFING.
- (12) CONDUCT A BRIEFING.
- (13) RECOGNIZE HARRIERS TO COMMUNICATION.
- (14) DEVELOP INFORMAL COMMUNICATION CHANNELS.
- (15) IMPLEMENT NEW POLICIES/PROCEDURES.
- (16) PRACTICE EFFECTIVE LISTENING TO INCLUDE FEEDBACK.
- (17) MOTIVATE.
- (18) RESOLVE CONFLICT.
- (19) ANALYZE FEEDBACK DATA.
- (20) REVISE INSTRUCTIONS.
- (21) PLAN/CONDUCT AN INSPECTION.
- (22) USE/ENFORCE CHAIN OF COMMAND.
- (23) REDUCE DISSATISFACTION.

ROUTINE

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ROUTINE

(24) ENFORCE DISCIPLINE.

(25) SET THE EXAMPLE (ROLE MODEL PROFESSIONALISM).

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(26) CONTROL FEAR AND PANIC.

(27) ESTABLISH PROPER LEADER/SUBORDINATE RELATIONSHIPS.

B. COUNSELING.

(1) CONDUCT PERFORMANCE COUNSELING WITH SUBORDINATES.

(2) CONDUCT PERSONAL COUNSELING WITH SUBORDINATES.

C. PERSONNEL MANAGEMENT (EVALUATION).

EVALUATE SUBORDINATES PERFORMANCE.

D. PERSONNEL MANAGEMENT (CIVILIAN PERSONNEL ADMINISTRATION).

SUPERVISE CIVILIAN PERSONNEL

E. ORGANIZATIONAL MANAGEMENT (INDIVIDUAL TRAINING).

EVALUATE INDIVIDUAL TRAINING.

F. TRAINING MANAGEMENT.

EVALUATE UNIT TRAINING.

3. POC THIS HQ IS MR. JACK REDMOND. AV 700-4895/7416

BT

#2443

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ROUTINE

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TRANSPORTATION

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DEPARTMENT OF THE ARMY
U. S. ARMY TRANSPORTATION SCHOOL
FORT EUSTIS, VIRGINIA 23604

ATSP-DAC-ET

24 MAY 1979

SUBJECT: Soft Skill Areas

Commander
Headquarters, U.S. Army Training
and Doctrine Command
(ATTN: ATTNG-TDI-ORA: CPT R. Begland)
Fort Monroe, Virginia 23651

1. Reference ATTNG-TDI-ORA msg R011600Z May 79, subject as above.
2. In compliance with the request of the above referenced message, The Transportation School input is provided as Inclosure 1.
3. For the purpose of this report, soft skills are defined as those practices that are not clearly identifiable as to either a definite beginning and end, or initiating cues for performance. In practice these skills overlap in terms of a Venn diagram, i.e., when one is "training," he/she is also "counseling," "supervising," "managing," etc. In trying to categorize the soft skills, artificially segregating these skills should be avoided, if at all possible.

1 Incl
as

PHILIP E. BROU, JR.
CPT, TC
Adjutant



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U. S. ARMY TRANSPORTATION SCHOOL
SOFT SKILL AREAS

1. Counseling

- a. Makes timely counseling decisions
- b. Conducts both congratulatory and critical performance counseling with all subordinates either on a routine basis or as necessary.
- c. Conducts preliminary personal/financial counseling in order to advise subordinates of alternatives and/or recommend counseling by proper officials.
- d. Communicate a willingness to assist the soldier without being overbearing.
- e. Counsel subordinates on work performance.
- f. Counsel subordinates on professional career development.

2. Supervising

- a. Inform subordinates daily of details and other work to be accomplished.
- b. Evaluate performance on a timely basis.
- c. Insure mission accomplishment.
- d. Conduct performance counseling as necessary.
- e. Insure adherence to local policies, SOP and regulations.
- f. Insure compliance of subordinate units with transportation plans and orders.
- g. Establish control procedures necessary to monitor the implementation of plans.
- h. Monitor operational reports of subordinate units
- i. Evaluate the logic utilized by subordinate staff members during the problem solving and staff estimate processes.

- j. Monitor award of movement priorities.
- k. Insure that procedures utilized for passenger routings are in compliance with DOD regulations.
- l. Monitor freight routings.
- m. Monitor commerical carrier performance in movement of personal property.
- n. Direct terminal operations.
- o. Insure proper utilization of Materials Handling Equipment.
- p. Evaluate Port Safety Program.
- q. Insure implementation and proper conduct of cargo security program.
- r. Direct Motor Transport Operations.
- s. Insure proper operation of Motor Transport Equipment.
- t. Evaluate Driver Safety Program.
- u. Insure proper implementation of Equipment Maintenance Program.
- v. Supervise aircraft maintenance quality control.
- w. Supervise aircraft maintenance production control.
- x. Supervise aircraft maintenance for scheduled and unscheduled work.
- y. Supervise aircraft safety and industrial safety programs.
- z. Supervise aviation technical supply to include POL.
 - aa. Supervise utilization of and maintenance on ground support equipment.
 - bb. Supervise aircraft recovery and crash rescue operations.
 - cc. Supervise aircraft armament systems maintenance.
 - dd. Supervise wheeled vehicle utilizations and maintenance.
 - ee. Supervise preparation of records, etc.

3. Training

- a. Schedule training of subordinates so as to maintain proficiency and unit readiness.**
- b. Instruct training as experience permits.**
- c. Inform superiors and subordinates of training schedule and request coordination.**
- d. Maintain training records for all individuals in unit.**
- e. Writing skills.**
- f. Briefing skills.**
- g. Analyze transport action training posture of subordinate units.**
- h. Establish training standards and objectives.**
- i. Formulate training policies.**
- j. Evaluate unit training schedules.**
- k. Monitor conduct and implementation of training program.**
- l. Evaluate training results.**
- m. Plan unit training.**
- n. Schedule unit training.**
- o. Train personnel in proper conduct of transportation movements operations.**
- p. Train personnel in individual skills necessary to conduct Terminal Operations.**
- q. Train personnel in proper use of organic equipment.**
- r. Arrange and conduct aviation unit training based upon appropriate ARTEP.**
- s. Arrange and conduct individual training based upon unit ARTEP.**
- t. Insure soldiers receive support for SQT training requirements.**
- u. Arrange and conduct unit OJT programs.**
- v. Supervise training teams for new or special equipment.**

4. Managing

- a. Plan work schedule to utilize maximum personnel to achieve maximum results.
- b. Keep record of materials on hand or lacking which are required for mission accomplishment.
- c. Keep subordinates and superiors informed as to actions pending and in progress.
- d. Long-range planning for training, materials, personnel as mission may change.
- e. Determine transportation assets available to fulfill requirements.
- f. Determine priorities and allocate resources.
- g. Monitor progress of subordinates on assigned projects.
- h. Provide planning guidance for subordinates.
- i. Prepare budgetary and cost data.
- j. Plan all phases of Terminal Operations.
- k. Organize personnel and equipment to conduct operations with maximum efficiency.
- l. Direct program implementation.
- m. Assign work requirements to subordinates.
- n. Provide budgetary guidance.
- o. Plan all phases of organizational operations.
- p. Manage unit flying hour program to include cost analysis.
- q. Manage aviation technical supply resources.
- r. Manage all phases of aircraft maintenance.
- s. Prepare policy directives on aviation material management matters.
- t. Perform maintenance safety management.

5. Technical Areas

a. Specialty 95 - Transportation Management with two specialty skill identifiers: 95A-Transportation Management and 95B-Traffic Management.

b. 95A/95B

(1) Review Transportation Plans and Capabilities Studies.

(2) Recommend courses of action to resolve transportation movement problems.

(3) Recommend approval/disapproval of Transportation Studies, Plans, Orders and Reports.

c. Specialty 87 - Marine Terminal Operations

(1) Organize port security and pilferage prevention programs.

(2) Monitor dangerous and hazardous Materials Shipment Program.

(3) Monitor administration of Terminal Services Contracts.

d. Specialty 88 - Highway/Rail Operations

(1) Determine proper utilization and management of administrative use vehicle.

(2) Establish procedures for control and security of motor movements.

(3) Analyze capabilities of assigned Motor Transport/Rail units.

(4) Administer Dangerous and Hazardous Materials Shipment Program.

(5) Direct proper defensive deployment of Motor Transport Units.

(6) Review loading, blocking and bracing procedures.

(7) Establish procedures for control of loss and damage to cargo transported by Motor Transport Units.

d. Specialty 71 - Aviation Material Management

(1) Determine proper obligation and management of aviation material resources.

(2) Supervise/command aircraft maintenance activities.

(3) Provide aviation material management participation on various level staffs.

AD-A100 401

ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA
TRADOC SERVICE SCHOOL REPORTS. 'SOFT SKILL AREAS.' (U)
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5. Technical Areas (continued)

d. Specialty 71

(4) Inspect, evaluate, and make decisions concerning aircraft quality control.

6. Long-Range Planning

a. Analyze orders and directives.

b. Develop alternate courses of action.

c. Recommend preferred courses of action to the Commander.

d. Prepare transportation portion of Logistics Plans and Orders.

e. Evaluate existing port capabilities.

f. Devise methods to maximize throughput capacity.

g. Prepare contingency plans for provisions of terminal support to committed Forces.

h. Provide planning guidance to subordinate staff members.

i. Evaluate capabilities of assigned units and devise methods to maximize transport capacity.

j. Prepare contingency plans for provision of motor transport support to committed units.

k. Review aviation material management procedures and publications.

l. Participate in development and operational test of new equipment.

m. Forecast aviation material requirements and budget requirements.

7. Communicative Skills

a. Ability to listen without prejudgetment.

b. Personal Awareness.

c. Clarity of speech and ideas.

8. Professionalism

a. Be an example to follow (good military bearing, conduct)

b. Exhibit a positive attitude.

c. Attain technical proficiency.

d. Seek and accept responsibility.

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